

Laurel Springs & DoDEA



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Cover picture taken from www.dodea.osd.mil

Executive Summary

At the request of the client organization, Laurel Springs School, we developed an in-depth market analysis of comparable educational programs offered within the Department of Defense Education Activities (DoDEA). Our analysis indicates that Laurel Springs School has significant competitive advantages with its products. Its distance educational programs are cost-efficient, diverse and flexible with customized courses. More importantly, student test-scores suggest that Laurel Springs School offers a higher quality education compared to the existing DoDEA programs.

Recommendation

After marketing at the DoDEA Headquarters level and at the DoDEA stateside and overseas school level, Laurel Springs should endeavor to obtain a DoDEA "sponsored" status. In order to become a DoD vendor in any capacity, Laurel Springs must register itself on the DoDEA Procurement Division's "Bidder's List." If achieved, this would allow either full or partial financial subsidy for DoD students participating in Laurel Springs' educational programs.

Upon finishing the needed registration process, Laurel Springs, as an official DoD vendor, should then try to become an on-line educational service provider to the current DoD Electronic Schools (DES). The Lotus Notes and internet-based programs currently used by DES are few and costly as they often involve supplementary hardcover texts and videos. With the wider variety of courses and the user-friendly interactive "web-based" programming, Laurel Springs' products should attract significant demand.

After establishing its position as a distance learning *supporter* to the existing programs within DoDEA, Laurel Springs should endeavor to become a direct provider of educational services to stateside and overseas schools with both on-line and traditional home-schooling services.

Background Information

Laurel Springs School is a leading home-schooling organization that offers distant and independent learning for K-12 audiences. The organization is dedicated to providing high quality and individualized education for its students. In recent years, it has invested heavily in information technology and has evolved into an on-line school. Currently, one of the school's major goals is to expand into new markets.

Given that Laurel Springs provides distant and independent schooling, a lot of overseas DoD military and civilian parents, who move on a regular basis, have expressed interest in the school's educational programs. One of the most frequently asked questions has been whether Laurel Springs School has the Department of

Defense Education Activity (DoDEA) sponsored status, which would supply partial or full funding for DoD dependents interested in attending Laurel Springs.

Laurel Springs is an accredited private school held in high regard by some of the nation's renowned educators.

- Accredited by the National Independent Study Accreditation Council (NISAC)
- Candidate for Accreditation by the Western Association of Schools and Colleges (WASC)
- Member of the Western Association of Colleges and Counselors
- Courses at Laurel Springs are Recognized by the University of California

Due to the growing demand for on-line distant education, Laurel Springs should plan to expand the size of its operations by looking into new markets. The dependents of U.S. citizens residing overseas make up a huge market that could benefit from Laurel Springs' educational programs. This market of overseas American schools is broadly divided into two categories; those subsidized by the State Department and those maintained by the Department of Defense.

We believe that Laurel Springs has the capacity and potential to penetrate these overseas markets. However, based on our current assessment of the client organization's needs and the environment of the new markets, those schools maintained by DoD should be examined as its first target. Penetration into the DoD market involves working with a standardized hierarchical bureaucracy with one budget source whereas the State Department overseas schools have loose bureaucratic and funding ties. Thus, it is preferable that Laurel Springs become an established partner organization of DoD before launching into the State Department overseas schools market.

The Client's Request

Laurel Springs wants to obtain at least the DoDEA sponsored status in order to better serve DoD dependents abroad and stateside who can benefit from the school's on-line and hard copy curricula. The directors of the school have requested that we ascertain the information necessary for this endeavor along with possible secondary service options, and then to develop a step-by-step comprehensive marketing plan for Laurel Springs to execute.

The school directors made this request for two salient reasons. First, the school has been losing DoD business due to its lack of DoDEA sponsored status. Second, DoDDS and DoD DDESS serve nearly 120,000 overseas and domestic students, which represents a substantial market--a market where members have already sought out Laurels Springs on their own time with a genuine interest in the school's programs.

Problem Definition

By the request of Laurel Springs, the PAE will answer the following questions that define approaches, which can enhance and expand the size and scale of the school's educational operations. This endeavor will help promote the growth of Laurel Springs in the upcoming years.

- Should Laurel Springs achieve DoDEA sponsored status?
- What are Laurel Springs' potential market audiences within the DoDEA such as the DoDDS, DoD DDESS, and the DoDEA Electronic School (DES)?
- What are the administrative requirements needed to supply services and products to the DoDEA?
- How should Laurel Springs enter this new market?
- Finally, if successful in marketing and positioning itself in DoDEA, what should be Laurel Springs' next step?

Options

The current environment analysis and discussion results with the client organization indicate that there are three major options for executing the expansion desired by Laurel Springs.

1. Laurel Springs should endeavor to achieve a DoDEA "sponsored" status. This would mean that either full or partial subsidy would be available for students and participants in the Laurel Springs' programs.
2. Laurel Springs should endeavor to become an on-line service provider to the DoDEA Electronic Schools (DES). Under this option, the client organization would support on-line education services to the existing system. Considering that the Lotus Notes and internet-based programs used by DES are few and costly with required supplementary hardcover texts, the user-friendly interactive "web-based" programs offered by Laurel Springs should have competitive advantages in cost-efficiency and variety.
3. Laurel Springs can become a direct provider of educational services to stateside and overseas schools with both on-line and traditional home-schooling services. This option could be executed through the direct marketing endeavors with DDESS and DoDDS.

Process

There are five main components to entering the DoD education market. First there is DoDEA, which is the parent organization that provides education-related support for DoD dependents. DoDEA has two main subdivisions based on stateside and overseas locations. The DoD DDESS represents the stateside schools, and DoDDS represents the overseas schools. DoDEA has four procurement branches in charge of the supplies and services necessary for the effective operations and maintenance of DoD DDESS and DoDDS.

In addition, there is the DoDEA Electronic School (DES) which provides limited distant learning technology to the stateside and overseas schools.

Conclusion

After successfully launching into the DoDEA market, Laurel Springs should approach the Department of State overseas schools. DoDEA structure is a standardized hierarchical bureaucracy with traditional military funding. However, the Department of State overseas schools do not fall under the same type of bureaucracy or funding. During 1998-1999, the State Department's Office of Overseas Schools assisted a total of 179 schools in 129 countries. Unlike DoDEA, these schools are non-government, independent schools that rely principally on tuition for funding.

After establishing itself to the standardized structure of the DoDEA education market, Laurel Springs will have increased credentials and organizational efficacy for entering the diverse structures of the State Department overseas schools market.

I. Introduction

Laurel Springs School is a leading home-schooling organization that offers distant and independent studies for K-12 audiences. It is dedicated to providing high quality and individualized education for its students. In recent years, the client organization has invested heavily in information technology and has evolved into an on-line school. Currently one of the school's major goals is to expand into new markets.

Given that Laurel Springs provides distant and independent schooling, a lot of overseas DoD military and civilian parents, who move on a regular basis, have expressed interest in the school's educational programs. One of the most frequently asked questions has been whether Laurel Springs has the DoDEA sponsored status, which would permit partial or full educational funding for DoD dependents interested in attending Laurel Springs.

Laurel Springs School

The Mission of Laurel Springs - To create and deliver innovative educational programs that elicit young people's innate love of learning and develop confidence in their own abilities and achievements. The school believes that students receive optimum benefit from an educational process that values them as individuals and provides a personalized approach to learning. Its purpose is to spark children's natural curiosity and direct their enthusiasm for learning in ways that help them mature and engage meaningfully in the world around them.

Product & Content - The nature of home and on-line schooling at Laurel Springs provides cost-efficient, customized education that is a complete stand-alone curriculum that students can use as or supplement with their own materials. Individual courses and assignments are adjusted to match users' changing needs.

The school's up-to-date curricula and its commitment to one-on-one instruction make Laurel Springs home educational program exemplary as the organization provides young people with the tools, guidance, and support they need to become self-assured and capable of thriving in all areas of their lives.

In recent years, in addition to its textbook courses and project-based curricula, Laurel Springs now offers outstanding online curricula. Virtually unlimited access to information via the internet presents new challenges and opportunities for students and educators alike.

Online learning increases students' familiarity with the latest communication technologies. Students learn to access relevant research materials through the internet and apply them to traditional academic studies. Gaining a competent and discerning approach to the resources of the Information Age helps ensure the future success of the organization's students.

In addition, all families can have online access to teacher-advisors, office staff, and other students. Enhancing the parent-student participation rate for improvements in academic performances.

Study guides facilitate teaching and learning. Each course comes with an 18 or 36-week syllabus that guides both the parent and student to help maintain a tailored academic schedule. Laurel Springs makes parents send corrected assignments of their students to corresponding instructor every two to four weeks. The instructor then reviews the work and returns it with feedback. On-line courses are organized into 18 or 36 lessons for weekly completion and review.

Accreditation - Laurel Springs is an accredited private school held in high regard by some of the nation's renowned educators.

- Accredited by the National Independent Study Accreditation Council (NISAC)
- Candidate for Accreditation by the Western Association of Schools and Colleges (WASC)
- Member of the Western Association of Colleges and Counselors
- Courses at Laurel Springs are Recognized by the University of California

To facilitate university acceptance of Laurel Springs graduates, 21 of its courses have been UC board approved as meeting the University of California "A-F" subject requirements for freshman admissions.¹

New Market

Due to the growing demand for distant learning technology, Laurel Springs is expanding the size of its operations into new markets. A new prospective markets focuses on the dependents of the U.S. government residing overseas and stateside. This sizable market can be broadly divided into two categories; those subsidized by the Department of State and those maintained by the Department of Defense.

The school-age children among overseas Americans--estimated to number nearly a quarter million--attend a wide variety of schools. Most of the children of military personnel attend schools established and operated by the U.S. Department of Defense, and a number of civilian government agency and private-

¹ The primary purpose of the "A-F" requirements is to ensure that high school students achieve the level of academic preparation and requisite skills necessary to undertake and succeed in University level work. All "A-F" board approved courses are intellectually challenging, well organized and incorporate thinking and problem solving activities. The science courses must include laboratory work and show attention to the patterns of analytical thinking in the different disciplines as well as the factual concepts and organizing principles. The Social Study courses must incorporate conceptual and theoretical perspectives in their underlying disciplines. The UC board is highly interested in innovative curriculum that effectively prepares students for success at the college level.

sector children also attend these schools on a space-available, tuition-paying basis. However, most civilian agency dependents abroad attend nongovernment, coeducational, independent schools of various kinds. Although these schools include those founded by U.S. companies, church organizations, and individual proprietors, the majority are nonprofit, nondenominational, independent schools established on a cooperative basis by American citizens residing in foreign communities. Many of the schools in this latter group have received assistance and support from the U.S. government under a program administered by the Office of Overseas Schools of the U.S. Department of State. The schools that have received such assistance constitute the "American-sponsored" schools.

We believe that Laurel Springs has the capacity and potential to penetrate the DoD and State Department educational markets. However, based on our current assessment of the client organization's needs and the environment of these new markets, the schools subsidized by DoD will be examined as our first target for the following reasons:

- a) The DoDEA market involves a larger audience with educational programs that can readily improve with supporting services from Laurel Springs.
- b) Penetration into the DoDEA market involves a single standardized hierarchical bureaucracy compared to the diverse and loose bureaucracies of the State Department Overseas Schools. Plus after successfully entering the monolithic DoDEA market, Laurel Springs will have increased credentials when it moves on to the State Department educational market.
- c) Many guidelines and regulations outlined and enforced by DoDEA for its educational activities are consistent with the course offerings made by Laurel Springs.

Environment of the New Market

Department of Defense Education Activity (DoDEA) is a DoD field activity operation under the direction, authority, and control of the Deputy Assistant Secretary of Defense for Personnel Support, Families, and Education. DoDEA provides education to eligible DoD military and civilian dependents from preschool through grade 12 at sites both in the U.S. and overseas.

In school year 1995-96, the system of overseas schools, known as the Department of Defense Dependents Schools, or DoDDS, served an estimated 85,000 students in 170 schools and 1 community college. The DoDDS staff of approximately 12,500 employees was located in 14 different countries. These schools have operated on U.S. military bases overseas since 1946.

For the same time period, the U.S. system of schools known as the Department of Defense Domestic Dependent Elementary and Secondary Schools, or DoD DDESS, was comprised of a staff of 5,300 employees and served an estimated 33,000 students in 65 schools located in seven states and the Commonwealth of Puerto Rico.

Courses of study in DoDEA schools parallel those found in public schools in the United States. Students vary in ethnic and racial backgrounds and in heritage as widely as the U.S. regions from which they come.

The 1998-99 DoDEA Customer Satisfaction Survey and other marketing research from DoDEA indicate that Laurel Springs has the competitiveness to improve educational services provided by the DoDEA.

In addition, the standard and quality of educational programs offered by Laurel Springs' on-line schooling fully meet the guidance, goals and standards established in the DoDEA's Community Strategic Plan (CSP)².

The Client's Request

Laurel Springs wants to affect at least DoDEA sponsored status in order to better serve DoD dependents abroad and stateside who could benefit from the school's on-line and hard copy curricula. The directors of the school have requested that we ascertain the information necessary for this endeavor along with possible secondary service options, and then to develop a step-by-step comprehensive marketing plan for Laurel Springs to execute.

The school director has made this request for two salient reasons:

First, the school has been losing DoD business due to its *non*-DoDEA sponsored status. *Second*, DoDDS and DoD DDESS serve nearly 120,000 overseas and domestic students, which represents a substantial market--a market where members have already sought out Laurels Springs on their own time with a genuine interest in the school's programs.

² The Community Strategic Plan provides an evolving framework for putting standard-driven reform in place within DoDEA. Through goals, benchmarks, strategies, and performance indicators, the plan establishes rigorous standards for DoDEA that will inspire and prepare all students for success in a dynamic, global environment. When implemented the Plan will serve as an ambitious agenda helping all DoDEA schools and communities to improve education for its students.

II. Problem Definition

In order to develop an expansion strategy for the client organization, we determined five project questions from our methodology.

Methodology

1. After thorough dialogue with the client organization, we defined the specific goals for Laurel Springs' expansion into the Department of Defense Education Activity (DoDEA) market.
2. We made an assessment of the market environment based on a corresponding analysis of the DoDEA segments. We then ascertained the particular demands in the DoDEA market.
3. Next, we analyzed the systematic structure of the DoDEA for both overseas and stateside education programs. Through our analysis we mapped the DoDEA's education policy, administrative procedures, and appropriate channels for advancing the strategic goals of Laurel Springs.
4. Finally, we compared Laurel Springs' program contents with those of the DoDEA market participants in order to determine feasible options and subsequent recommendations.

Questions

In order to define an effective market expansion strategy for Laurel Springs, the PAE will answer the following questions based on the methodology mentioned above. This endeavor will help promote the growth of Laurel Springs in the upcoming years.

- Should Laurel Springs achieve DoDEA sponsored status?
- What are Laurel Springs' potential market audiences within the DoDEA such as the DoDDS, DoD DDESS, and the DoDEA Electronic School (DES)?
- What are the administrative requirements needed to supply services and products to the DoDEA?
- How should Laurel Springs enter this new market?
- Finally, if successful in marketing and positioning itself in DoDEA, what should be Laurel Springs' next step?

III. The Market Environment

There are five main components to entering the DoD education market. First there is DoDEA, which is the whole organization that supports education for DoD dependents. DoDEA has two main subdivisions for stateside or overseas locations. DoD DDESS represents the stateside schools, and DoDDS represents the overseas schools. DoDEA has four procurement branches charged with acquiring the supplies and services necessary for the effective operations and maintenance of DoD DDESS and DoDDS. In addition, there is the DoDEA Electronic School (DES), which provides limited distance learning technologies to the stateside and overseas schools.

The Department of Defense Education Activity (DoDEA)³

The Department of Defense Education Activity (DoDEA) is a Department of Defense field activity operating under the direction, authority, and control of the Deputy Assistant Secretary of Defense for Personnel Support, Families, and Education. DoDEA provides education to eligible Department of Defense military and civilian dependents from pre-school through grade 12 at sites both in the United States and overseas.

In 1995-96 the overseas schools, known as the Department of Defense Dependents Schools, or DoDDS, served an estimated 85,000 students in 170 school and 1 community college. That same year the U.S. system of schools, the Department of Defense Domestic Dependent Elementary and Secondary Schools, or DoD DDESS, served 33,000 in 65 schools located in seven states and the commonwealth of Puerto Rico.

The DoD Domestic Dependent Elementary and Secondary Schools (DoD DDESS)⁴

Sponsor Affiliation	
Marine	16%
Army	61%
Navy	10%
Air Force	8%
Coast Guard	<5%
Non-US Military	<5%
US Civilians	5%
Non-US Civilians	<5%

More than 30,000 dependents of U.S. military personnel attend DoD schools in the United States, Puerto Rico and Guam. All DoD Domestic Schools are located on military bases, and families whose children attend DDESS must reside on base, with the exceptions of Puerto Rico and Guam, where families may live off base. Appendix A provides a map of where all the DDESS schools are located, which is mostly on the eastern half of the U.S.⁵. Appendix B gives a 1999-2000 listing of the 70 DDESS schools⁶. Appendix C provides a 1997/98 systems profile of DDESS⁷. During this time frame (1997/98), stateside schools had 34,430 students

³ www.dodea.osd.mil/

⁴ www.odedodea.edu/jj/index.html

⁵ DoDEA 1998 Accountability Report, www.dodea.osd.mil/PROFILES/execsum/98/whereweare.pdf,

⁶ www.dodea.osd.mil/MAS/DDESSSch.html

⁷ www.dodea.osd.mil/profiles/system/ddess98.pdf

of which primarily 61% were affiliated with the army and 16% by the marines.

Due to the high mobility of the U.S. military service, more than one in three DDESS students changes schools every year (approximately 37%).

Parents and the military community are actively involved in all DDESS schools. Base commands provide release time, when appropriate, so that soldiers, airmen, sailors and marines can contribute to the growth of their communities. This ongoing volunteerism is a significant factor in student success. Community members who volunteer know they are helping a child whose mother or father may be deployed -- and the strong support of one who has also experienced the difficulty of separation can help a young person move ahead, both emotionally and academically. Due to the high mobility of the U.S. military service, more than one in three DDESS students changes schools every year. Because of challenges such as these, DoD, educators must be especially skilled and trained in assessing the individual academic abilities and emotional needs of each child.

The Department of Defense Dependents Schools (DoDDS)⁸

Sponsor Affiliation	
Marine	6%
Army	36%
Navy	14%
Air Force	31%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	12%
Non-US Civilians	2%

DoDDS is a worldwide school system operated by the Department of Defense in 14 foreign countries. Its mission is to provide quality education from kindergarten to grade 12 for eligible minor dependents of Department of Defense military and civilian personnel on official overseas assignments. Appendix D provides a map of where all the DoDDS are located, which is primarily in the European and Pacific areas⁹. Appendix E gives a 1999-2000 listing of the 154 DoDDS¹⁰. Appendix F provides a 1997/98 systems profile of DoDDS¹¹. During this time frame, overseas schools had 77,641 students of which primarily 36% were affiliated with the army and 31% by the air force.

Due to the high mobility of the U.S. military service, more than one in three DoDDS students changes schools every year (approximately 35%).

Attending to the distinctive needs of each student is a primary focus of all DoD schools. Providing individual attention to students comes from the caring involvement of teachers, education aides, volunteers, administrators, and military commands, as well as parents and parent leadership groups.

⁸ www.odedodea.edu/sites/dodea/home1.htm

⁹ DoDEA 1998 Accountability Report, www.dodea.osd.mil/PROFILES/execsum/98/whereweare.pdf,

¹⁰ www.dodea.osd.mil/MAS/Sch99-00.html

¹¹ www.dodea.osd.mil/profiles/system/dodds98.pdf

DoDEA Electronic School (DES)¹²

DES supports the mission of DoDEA to provide world class educational experience to children of military and civilian members at U.S. overseas and stateside schools by broadening the range of course offerings and activities available to these students through the use of distance learning technologies.

DES offers distance learning courses and supplemental activities to DoDDS and DDESS students around the globe.

Some Features of the DES:

- Students have the opportunity to take courses not offered at their local schools.
- Students interact and collaborate with other students from DoDDS and DDESS schools worldwide.
- Students become proficient in distance learning technologies.
- Students take responsibility for their learning.

Currently, DES provides 16 courses to students in 12 countries around the world. The program offers a highly interactive learning environment through the use of asynchronous computer conferencing utilizing the Internet and GroupWare (Lotus Notes). DES was one of the first K-12 school systems to use this method of delivery to provide distance learning courses. DES has been providing distance learning courses to students since 1986. Courses are offered to over five hundred students each semester and subject enhancement activities are provided for almost one thousand more.

DoDEA Procurement Division¹³

The goal of this division is to provide valuable services to the students and administrative staff in the 31 DoDEA school districts as well as the DoDEA Headquarters staff. These services range from educational materials to student transportation to information technology. There are a total of four individual DoDEA procurement offices: Headquarters Procurement Branch, DoDEA **Education Supplies Procurement Office (DESPO)**, DoDEA European Procurement Office (DEPO), and DoDEA Pacific Procurement Office (DPPA). See Appendices G, H and I for more specifics on the procurement process and the individual procurement offices. For the purposes of Laurel Springs, DESPO will be the primary procurement office of interest. Its mission focuses on providing services and products to DoDEA.

¹² 204.218.209.30/dlweb.nsf

¹³ www.odedodea.edu/procure/

The main channel for Laurel Springs involves primarily working with DoDEA Headquarters Level Offices, the stateside and overseas schools, and the DESPO procurement office. Any marketing options by Laurel Springs will involve standardized procurement procedures such as vendor registration (See Appendix G) and the DoDEA Bidder's List (See Appendices H and I). In order to start the procurement process Laurel Springs' products and/or services must be requested at the school level and/or at the Headquarters level. Appendix J has a listing of the point of contact information for the relevant Headquarters Offices and all the DoDEA schools, which Laurel Springs should contact. However, first Laurel Springs must understand the DoDEA environment especially as explained through the DoDEA Community Strategic Plan (CSP), CSP goals, and programs that support these goals such as the School-Home Partnership (SHP) program and the DoDEA Technology Program Office (TPO).

Assessment of DoDEA

In August 1995, the Department of Defense Education Activity published its first strategic plan now widely known as the Community Strategic Plan (CSP)¹⁴. The CSP established the guidelines for DoDEA activities and endeavors. The Message from the Director¹⁵ offers important information about the environment of DoDEA.

The Department of Defense Education Activity (DoDEA) exists to build a world of learning and achievement for all students. In support of the National Security and the National Military Strategies of the United States, DoDEA enhances the quality of life and readiness of the Armed Forces of the United States through the provision of outstanding elementary, secondary, and post-secondary education to military families deployed overseas and within the United States.

To advance the Department of Defense Education Activity (DoDEA) to new levels of excellence, we engaged in a community strategic planning process, a framework for putting standard-driven reform in place. We assembled front-line staff and key stakeholders—our leadership team—to help us identify new directions for improving our system. Through this process, we developed a strategic plan with goals, guiding principles, benchmarks, strategies, and performance indicators that require educational excellence for all students. Within the framework of the strategic plan, staff will have the freedom to reach the goals creatively. The plan, therefore, is a fitting triumph to the hard work, commitment and efforts of those individuals who strive to make education work for our student.

The community strategic planning process is a source of great energy for our system, compelling us to refine and review our commitment to improving the quality of education for all students. Because we respect the knowledge and expertise of our education community, we welcome the debate surrounding the benchmarks. These benchmarks provide a common language to help individuals in the organization translate broad philosophical objectives into visible and measurable outcomes and all stakeholders to see how they contribute toward achieving the goals. By adopting this plan, we are entering into a performance agreement with our parents, students, staff, and

¹⁴ Community Strategic Plan (CSP), August 1995/Volume 1. www.odedodea.edu/POLICY/index.html

¹⁵ CSP, p 1.

community where our success will be measured by the progress we make toward our goals.

We are confident that when the strategic plan is implemented it will bring about the necessary changes in the teaching and learning process; raise the standard of learning to ensure excellence; create greater autonomy at the local level in devising methods and strategies to meet the standards; create a common language for communication among stakeholders; and create greater accountability in support of reaching the expected outcomes.

Through this process, we in the DoDEA commit to establishing a world-class educational system, publicly recognized as among the world's most respected educational organizations. This commitment is one we owe our families who have made a far greater commitment to their county. We ask your support in working together to achieve this strategic plan.

*Dr. Lillian Gonzalez¹⁶, Director
Department of Defense Education Activity*

The CSP identifies 10 goals¹⁷ intended as the vehicle for moving DoDEA towards the vision of an organization without boundaries, united in purpose with the community and with the latest technology to empower students. In addition, DoDEA established benchmarks, or measurable commitments, for each of the ten goals. Of most relevance to Laurel Spring are goals 8 and 10.

Goal 8: Parental Participation¹⁸

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Benchmark 8.1: By the year 2000, DoDEA will implement and evaluate the effects of a tiered, multi-faceted home-school partnership program to include the following components as measured by surveys, records, review, and schedules of activities.

- A two-way home-school communication plan to assist parents and teachers in sharing information and expectations for student academic performance, and monitoring student growth.
- A home-school partnership program in support of activities such as fundraising, volunteering, and before and after school activities.
- Learning activities for all parents and teachers on ways to work collaboratively as well as methods to develop school-wide parent involvement plans and home learning practices.
- A home-school partnership in support of the school's curriculum and extracurricular program.
- A home-school partnership in support of the decision-making process in their children's education.

¹⁶ Dr. Gonzalez is no longer the acting director. Currently DoDEA is in the process of recruiting for a new director.

¹⁷ CSP, p 15.

¹⁸ CSP, p 28.

Goal 10: Organizational Development¹⁹

By the year 2000, an organizational infrastructure will be created to support and enhance the teaching and learning process.

Benchmark 10.8: By the year 2000, DoDEA will establish and evaluate the use of technology to support the improvement of (a) instruction, (b) fiscal and equipment resource management, and (c) record keeping and (d) accountability throughout the system as measured by the installation of appropriate hardware and information systems in every DoDEA school in accordance with the DoDEA Technology Plan.

Parental Participation Perspective

“School Home Partnership
is the mutual collaboration, support, and participation
of parents, educators and community members
at home or at school
in efforts that directly and positively affect
the academic achievement of students.”

School-Home Partnership (SHP)²⁰ is in perfect harmony with our nation’s call for getting more parents and volunteers involved in public education. It is the cooperation and collaboration of parents, educators and community members pooling their resources for the betterment of all students of the Department of Defense Education Activity (DoDEA).

This education system provides education to eligible military and civilian family members of the Department of Defense, from preschool through grade 12 at sites in the United States (65 schools in seven states) and overseas (170 schools and one community college in 14 countries).

SHP supports Goal 8: Parental Participation...This goal states: By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional and academic growth of children. Goal 8 stresses the importance of parents and other members of the community to work as partners to promote success for all students. DoDEA adopted Goal 8 and included it as a priority in its Community Strategic Plan.

¹⁹ CSP, pp 30-31.

²⁰ www.dodea.osd.mil/shp/whatis1.html

SHP supports Benchmark 8.1. This benchmark outlines the implementation of Goal 8. DoDEA will implement and evaluate the effects of a SHP program which includes the following 5 tiers based on Dr. Chrispeels' model, University of California, Santa Barbara.

- **Co-Communicators** - "Two-way" continuous exchange of information between parents and teachers about student performance. It involves scheduled and unscheduled sharing information on expectations, academic performance and on personal/social growth.²¹
- **Co-Supporters** - Partnership where families and communities support activities before and after school and the school provides a safe-positive learning environment for students. Parents and educators must be co-supporters of the home and the school through activities, which enrich learning for students.²²
- **Co-Learners** - Learning activities for parents and teachers on ways to work collaboratively and develop school-wide parent involvement plans and home learning practices. Parents and teachers must work collaboratively to develop school wide family and educator learning experiences both as parents and educators together and for parents and teachers separately.²³
- **Co-Teachers** - School curricular and extra-curricular partnership activities, using parents as teachers and mentors. Parents are the first and most influential teachers for their children. Parents have a more significant effect on student achievement, values, attitudes and career plans than anyone else.²⁴
- **Co-Advocates, Advisors and Decision-Makers** - Parents and educators serve as joint decision-makers and problem solvers. The final tier of the 5-tier framework of SHP is a more formal way of serving on advisory or decision-making committees and being advocates for education and the school in particular.²⁵

DoDEA has developed a "Site-Based Self Evaluation" instrument, using rubrics (e.g., 5 quality indicators), to establish baseline data and monitor the successful implementation of each tier. Key Communicators (parents and educators) also serve as advocates at the district and school levels to ensure the success of partnerships.

Technological Perspective

The DoDEA Technology Program Office (TPO)²⁶ assists in the coordination, implementation, and the oversight of the technology program in DoDEA. This office coordinates technology action plans, funding

²¹ www.dodea.osd.mil/shp/tier1.html For the specifics on Co-Communicators.

²² www.dodea.osd.mil/shp/tier2.html For the specifics on Co-Supporters.

²³ www.dodea.osd.mil/shp/tier3.html For the specifics on Co-Learners.

²⁴ www.dodea.osd.mil/shp/tier4.html For the specifics on Co-Teachers.

²⁵ www.dodea.osd.mil/shp/tier5.html For the specifics on Co-Advocates, Advisors and Decision Makers.

²⁶ www.odedodea.edu/tpo/

requirements, standards documents, technology profiles and other technology related issues. TPO works closely with the Technology Steering Committee established to oversee the DoDEA technology initiative.

The mission of the DoDEA Technology Program Office (TPO) is to coordinate, communicate and monitor DoDEA's technology policies, standards, and requirements; and to ensure the successful implementation of the 5C's (computers, curriculum, competency, connectivity and corporate) throughout the DoDEA system.

The Technology Steering Committee²⁷ was established to oversee all DoDEA technology activities as they relate to the goals and objectives of the Strategic Plan and the Technology Standards. This committee meets the last Tuesday of each month. The Steering Committee is responsible for reviewing, evaluating, and updating the DoDEA technology program for the 5 C's, and making recommendations to the Director on related issues.

Curriculum²⁸

The goal of DoDEA's curriculum technology initiative is to incorporate the use of technology into the design, development, delivery, and assessment of instruction and to ensure that technology strengthens DoDEA's curriculum by supporting students through active participation in complex, meaningful tasks so that they will become confident in using technology in a variety of ways.

The major outcomes of technology-enriched curricula are to:

1. *Enhance* the teaching/learning process with a wide variety of technologies and courseware for all students and teachers;
2. *Facilitate* the implementation of interdisciplinary curriculum;
3. *Enable* teachers to accommodate different styles and levels of learning;
4. *Apply* technology to improve curriculum development and delivery through distance learning;
5. *Integrate* the access and utilization of information resources into instruction;
6. *Assess and measure* the impact of courseware and technology on learning. Currently 10-15% of DoDEA instruction utilizes technology-based resources. DoDEA's goal for the year 2003 is the integration of technology throughout instruction as demonstrated by the use of technology-based resources and materials.

Through the curriculum adoption cycle, each of the curriculum strands will incorporate the use of technology for the delivery of instruction as identified in the "Draft Guidelines for the Evaluation of Instructional Technology Resources for DoDEA Schools". This will include, but not be limited to:

²⁷ www.dodea.osd.mil/tpo/Steering.html

²⁸ www.dodea.osd.mil/tpo/Computers.html

Reading and Language Arts (K-6)
Physical Science (3-9)
Math and Science (K-12)
Social Studies (3-12)
Special Education
Career Technology
Visual and Performing Arts
Preschool Modules

Any educational courseware that is adopted for use should meet the following courseware criteria where appropriate. The software should:

1. Be curriculum driven
2. Meet national curriculum and performance standards
3. Use state-of-the-art knowledge of learning theory
4. Support a distributed learning environment
5. Support learner control of the educational process
6. Provide student access to multiple resources across grade levels
7. Use an architecture that is compatible across systems
8. Provide all students with equal access to distance learning opportunities
9. Enhance the teachers' ability to deliver instruction in a dynamic and engaging manner
10. Develop the student's technology skills to solve complex authentic problems as an individual, or in cooperation with others.

IV. Options

The current process and environment analyses indicate that there are three feasible options for Laurel Springs' expansion into the DoDEA market. None is mutually exclusive of one another.

1. Laurel Springs could endeavor to obtain a DoDEA "sponsored" status. This would mean that either a full or partial subsidy would be available for DoD dependents enrolled in the Laurel Springs educational programs.
2. Laurel Springs could become an online service provider to the current DoDEA Electronic School (DES). In other words, the client organization would support on-line education service through the existing system. Considering the fact that the Lotus Notes based systems currently used by DES are costly as they require supplementary hardcover texts and videos, the user-friendly interactive "web-based" programs offered by Laurel Springs have the competitive advantage in cost and centrality. In addition, Laurel Springs' online courses have more diversity and depth for K-12 audience than the current programs offered by DES.
3. Laurel Springs can become a direct provider of educational services to stateside and overseas schools with both online and traditional home-schooling services. This option could be executed through either DoDEA or through direct contacts with individual DoD schools. If Laurel Springs takes the latter approach, the client organization can request that the individual DoD schools persuade DoDEA Headquarters on behalf of Laurel Springs for obtaining a DoDEA "sponsored" status.

Laurel Springs' options for becoming an established partner of DoDEA should be considered with an in-depth DoDEA market analysis in the following section.

V. Laurel Springs in DoDEA

This section is designed to give the Laurel Springs executive leadership a better understanding of the DoDEA market and a better appreciation of how Laurel Springs' products and services will support the DoDEA mission.

The DoDEA Community Strategic Plan (CSP)

Two goals/benchmarks from the DoDEA CSP Plan relate to Laurel Springs School's capabilities.

Goal 8: Parental Participation/Benchmark 8.1: By the year 2000, DoDEA will implement and evaluate the effects of a tiered, multi-faceted home-school partnership program.

Goal 10: Organizational Development/Benchmark 10.8: By the year 2000, DoDEA will establish and evaluate the use of technology to support the improvement of instruction.

Based on data from the Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS) and Department of Defense Schools (DoDDS) 1997/1998 System Profiles²⁹ (see Appendices C and F), there is accountability information on benchmark attainment.

Based on these results³⁰, DDESS has been making visible progress to much progress in instituting its five tier School Home Partnership (SHP) program. However, there is still a long way to go before DDESS will achieve the level of parental support and interaction that it is aiming for.

Average Ratings of SHP Progress	
Tier	DDESS
Co-Communicators	4.2
Co-Supporters	3.8
Co-Learners	3.4
Co-Teachers	3.8
Co-Advisors	3.5
1=traditional 2=little progress 3=visible progress 4=much progress 5=full implementation	

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.
The DDESS Headquarters continued the partnership between parents and the schools through the School-Home Partnership initiative. Parents from The Framework for School Improvement Support schools met with DoDFA and school leaders to forge an understanding of the process, and assist in the planning for increased student improvement for next year.

Regarding the SHP, DoDDS has not been performing as well as DDESS. However, the overseas schools have been making visible progress in regards to Benchmark 8.1/SHP. A self-evaluation showed significant

²⁹ www.dodea.osd.mil/PROFILES/system/ddess98.pdf

www.dodea.osd.mil/PROFILES/system/dodds98.pdf

³⁰ Unable to locate specific information on "The Framework for School Improvement Support;" however, this program further indicates DoDEA's commitment to Goal 8, which coincides with Laurel Springs School's mission.

growth in every tier from 1997 to 1998 with the greatest growth in co-support and co-teaching. However, there is still along ways to go before this CSP goal will be fully realized.

Average Ratings of SHP Progress	
Tier	DoDDS
Co-Communicators	3.9
Co-Supporters	3.5
Co-Learners	3.1
Co-Teachers	3.5
Co-Advisors	3.3
1=traditional 2=little progress 3=visible progress 4=much progress 5=full implementation	

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

A self-evaluation of the 5 tiers of the DoDEA School-Home Partnership model indicated that there are increasingly strong partnerships between schools and parents as documented by the overall findings. Quantitatively, the evaluation showed significant growth in every tier from 1997 to 1998 with the greatest growth in co-support and co-teaching.

In regards to Benchmark 10.8, the schools have been making important progress in the area of technology assisted instructions.

DDESS openly states its interest and enthusiasm about technology and education.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.....

The installation of a common set of technology across all DDESS districts has begun. This technology will enhance communication, student record keeping, and student accountability. The installation of an electronic mail system has been initiated with seven districts completed, and the rest by SY 1998-99.

"Few interests excite and motivate the young mind more than computers. Given the high-tech nature of the U.S. military, DoD communities are enthusiastic about school-based technology, and actively pursue high-tech tools for the classroom and computer lab. Technology is everywhere in DoD stateside schools and classrooms."³¹

"A concerted professional training effort has significantly contributed to the success of the introduction of technology. With a good understanding of the steps necessary to introduce technology, the DDESS schools have made tremendous strides in ensuring that students have the skills necessary to succeed in tomorrow's technological society."³²

"DoD schools are committed to using technology in the support of traditional classroom instruction. High-tech tools are often paired with innovative approaches to learning, in subject matter ranging from creative writing to the beauty and mysteries of science."³³

The overseas schools also report great interest and progress in educational technology and its availability, use, and curriculum integration. Overall, DoDEA is very interested in technology assisted

Benchmark 10.8: Establish technology for teachers and administrators.....

DoDEA far exceeds the nation in the availability, use, and curriculum integration of technology as measured by the School Technology and Readiness (STaR) assessment; 13% of DoDEA schools scored at the highest level, Target Tech, while 57% were rated as High Tech, and none were rated as Low Tech. (Nationally, only 3% and 12% of schools are rated as Target Tech and High Tech, respectively.)

³¹ www.odedodea.edu/jj/pg4.html

³² www.odedodea.edu/jj/pg5.html

³³ www.odedodea.edu/jj/pg5.html

education. These findings further indicate that Laurel Spring's products and services may be very valuable to the DoDEA market and are consistent with goals established in the Community Strategic Plan.

1998-99 DoDEA Customer Satisfaction Survey

In addition, DoDEA instituted a Customer Satisfaction Survey³⁴ in 1998-99 to help provide information about the experiences and satisfaction levels of key school and district stakeholders (students, teachers and staff members, and parents). DoDEA leaders first undertook this survey process in 1998 in approximately half of the DoDEA schools worldwide to develop a data-enriched environment for decision making and to provide stakeholders with the opportunity to present their views.

As noted in the DoDEA Community Strategic Plan (CSP) (August 1995, Volume 1), DoDEA "exists to build a world of learning and achievement for all students." This implementation of the Customer Satisfaction Survey research is a direct result of Goal 9: Accountability, that included the benchmark (4) "By the year 2000, DoDEA will become more service-oriented as measured by quality indicators (e.g., customer support, organizational effectiveness, efficiency, quality management)."

DoDEA administered this Customer Satisfaction Survey in 120 schools across all districts in DoDEA. The stakeholders surveyed within these 120 schools were parents, teachers/staff and elementary and secondary students. Overall, data analyzed included responses from 9,130 elementary students, 13,847 secondary students, 4,228 teachers and staff, and 12,946 parents. Major issues addressed through this survey included: Equipment and Facilities, Computer Technology, The School Bus, Communications/Involvement, Teachers, Administration, Curriculum/Training, and Overall Satisfaction.

DoDEA is committed to continuous improvement. As such, the information provided through this project is intended to allow DoDEA, to make decisions in a fact-based context, and allow customer and employee satisfaction to help move the system forward. Here were some of the recommendations.

Parental Support:

Teachers/Staff

Continue to foster a positive, supporting relationship between schools and parents. (CSP Benchmark 8.1).

26% of the employees felt that parental support of the school was inadequate. The perceived parental support for the school declines by grade level, with 23% of elementary teachers, 33% of middle school teachers, and 44% of high school teachers identifying this as an issue.

³⁴ www.dodea.osd.mil/research/99customersatisfaction/index.html

Parents

Improve the channels of communication between teachers and parents. (CSP Benchmarks 8.1, 10.7) 33% of the parents indicated that teachers did not communicate to them when their child did something well. 23% of the parents noted that the school did not communicate when their child had a problem.

Continue to provide and highlight opportunities for parental involvement. (CSP Benchmarks 8.1, 10.1). 13% of the parents said that the school did not do enough to allow them to be involved with their child's education.

Computer Technology:

Elementary Students

Continue to integrate computers into the learning process. (CSP Benchmark 10.8). Only a small percent of students said that computers are not helpful. 14% of the students indicated that school computers did not help them learn. Twenty percent of the 6th grade students said school computers did not help them learn.

Parents

Explore further options for integrating computers in to the learning process. (CSP Benchmark 10.8). 8% of the parents indicated that school computers did not help their children learn.

From these survey results, Laurel Springs' educational programs can support Community Strategic Plan goals 8.1 and 10.8 through increasing parental interaction in the educational process and through augmentation of computer technologies in educational instruction.

Laurel Springs and DoDEA

This is the DoDEA Profile for the School Year 1994-95³⁵ taken from the Community Strategic Plan (CSP).

Though this profile is a little outdated, it provides some important information about the DoDEA market. The costs for DoDEA per pupil were around \$7,000 to \$8,000. The largest section of the student enrollments, both stateside and overseas, were in the Pre-K through 6 grade levels. All of DoDEA's high

Indicator	DoDDS	DoD DDESS	Nation
Per Pupil Cost	\$8,107*	\$7,320	\$6,504
Enrollment			
Pre-K thru 6	58,424	24,604	N/A
7-8	11,640	3,075	
9-12	15,085	2,937	
Community College	466	0	
Other	0	823	
Total	\$5,534	31,339	
Advanced Placement Examinations			
Percent of high schools offering AP courses	100%	100%	60%
Exams/100 juniors and seniors	16	Not Available	11
AP Grades of 3 or higher	61%	Not Available	66%
Scholastic Assessment Test (SAT)			
Participation	66%	52%	42%
Math	472	467	479
Verbal	490	451	423
1994 National Assessment of Education Progress (NAEP)-Reading			
Average Proficiency**	219	***	213
Percentage of Students			
At or above Advanced level (275)	3%		4%
At or above Proficient level (243)	25%		24%
At or above Basic level (212)	60%		56%
Comprehensive Test of Basic Skills (CTBS)			
Sample: Grade 5 Median Percentiles			
Reading	60	***	60
Language	63		60
Mathematics	60		60
Science	65		60
Social Studies	70		60

³⁵ Community Strategic Plan (CSP). p 4. www.odedodea.edu/POLICY/pg4.pdf

* The DoDDS per pupil cost excludes employee overseas living allowances and education expenses, facility construction, major facility repair, capital outlay, military support services, and dormitory operations.
 ** The NAEP reading proficiency scale ranges from 0-200. "Proficiency" is a score of 212 for this grade students.
 *** DoDDS only. There are no standardized testing instruments common among the diaspora schools of this time.

schools offered Advanced Placement (AP) Examinations. The Scholastic Assessment Test (SAT) scores for DoDEA were around 470 math and 430 verbal, which were roughly equivalent to the national scores.

Every year, the Department of Defense Education Activity (DoDEA) produces an executive summary of progress during the school year. This report, also known as the DoDEA Accountability Report³⁶, contains current information on stateside and overseas schools for the year 1997-98.

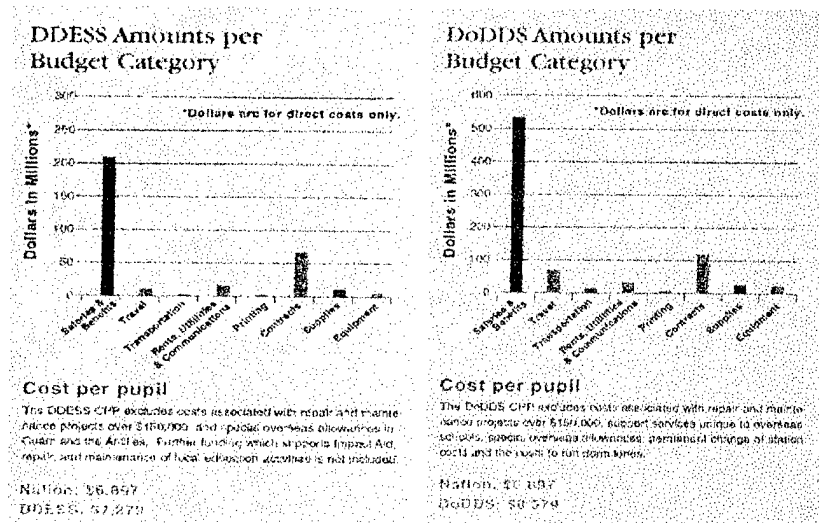
Budgets:

The 1998 Accountability Report shows the cost comparisons³⁷ to be estimated at:

- DDESS \$7,279
- DoDDS \$8,579
- National \$6,897

According to Laurel Springs, the average costs for elementary (K-8) and high school are

- Elementary (K-8) \$1,995³⁸
- High School (9-12) \$2,600



Laurel Springs' educational programs have a three to four fold cost advantages over DoDEA, which with the rising trends in subcontracting could be of great interest to the DoDEA leadership and especially the DDESS/DoDDS school leadership who are working off of a limited budget.

There has also been an interesting new involvement at the stateside and overseas school level regarding the distribution of government issued credit cards. Now schools can purchase supplies and service with an issued credit card without having to go through the DoDEA Procurement Division. As the credit card program is new, the regulations and restrictions regarding school purchases are still being established. However, so far it looks like schools can make purchases up to \$2,500 but are limited to a total amount contingent upon each school's budget. According to the DESPO procurement office, each school has a Supply Technician who is responsible for purchases. However, at this time, it looks like schools may need special authority in order to use issued credit cards for the purchase of training services or the purchase of

³⁶ www.odedodea.edu/PROFILES/execsum/98/index.html

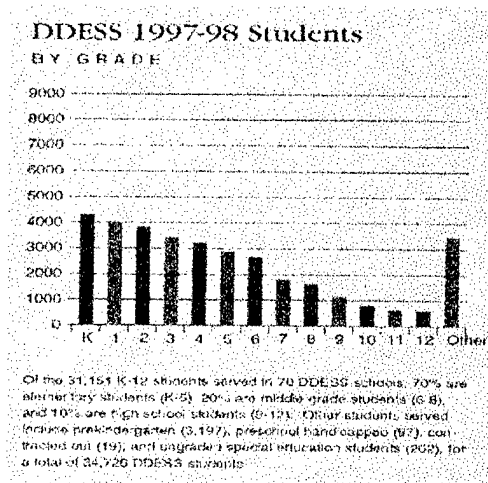
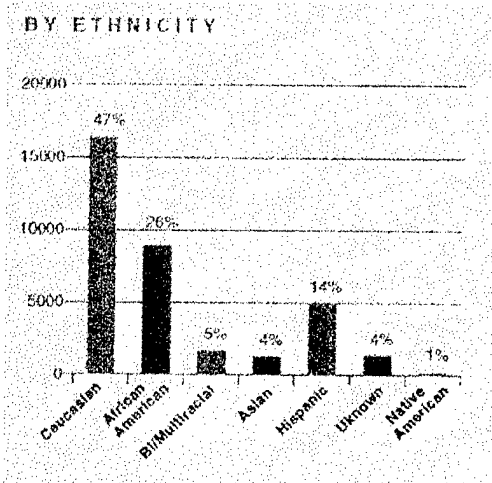
³⁷ www.odedodea.edu/PROFILES/execsum/98/budget.pdf

³⁸ Cost figure based on grade school enrollment, average annual curriculum cost, and tuition for 7-8 grades with online supplement, teacher-directed.

curricula, which usually require a contract award through the DoDEA Procurement Division (See Appendices G, H, and I for the specific procurement details).

DDESS Demographics:

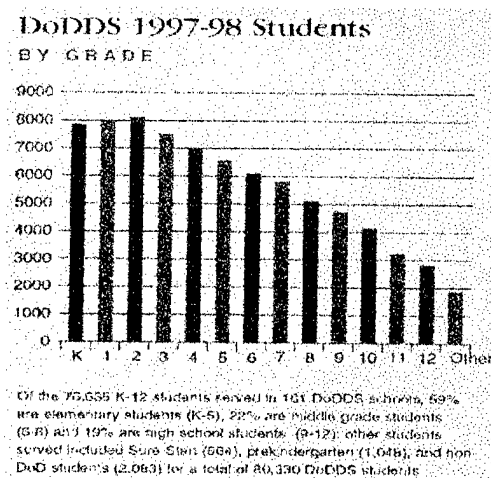
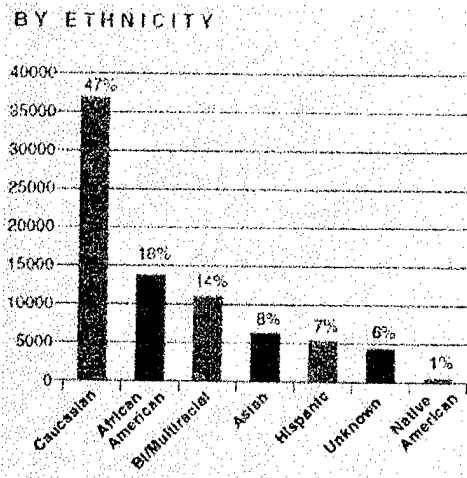
In 1997-98, 70% of the DDESS students were in grades K-5, 20% were in grades 6-8, and 10% were in grades 9-12³⁹.



During this same time frame, nearly half of all DDESS students were Caucasian (47%) and African Americans were next at 26%.

DoDDS Demographics:

Much like DDESS, most of the students at the DoDDS during 1997-98 were located in grades K-5 (59%) followed by 22% and 19% for grades 6-8 and 9-12 respectively⁴⁰. As far as ethnicity, a large portion of the students were Caucasian (47%) and African Americans (18%).



³⁹ www.odedodea.edu/PROFILES/execsum/98/whoware.pdf

⁴⁰ www.odedodea.edu/PROFILES/execsum/98/whoware.pdf

Graduation Rates and SAT Scores:

As far as DoDEA's 1998 graduation rates, 97% of the 3,134 seniors graduated, which is the same percentage reported in 1997⁴¹. Laurel Springs' graduation rate has traditionally been 98.7%⁴².

According to the DoDEA 1997/1998 System Profiles for DDESS and DoDDS⁴³, SAT scores have stayed the same or decreased.

SAT Results

	Year	DDESS	DoDDS	Nation
%Participating	97	49%	63%	41%
	98	74%	62%	43%
Math Average Score	97	481	505	511
	98	481	505	512
Verbal Average Score	97	495	515	505
	98	483	511	505

However, Laurel Springs SAT results seem to indicate higher scores for 1998⁴⁴.

Laurel Springs		DDESS	DoDDS	National
Math	528	481	505	512
Verbal	581	483	511	505

In addition, Laurel Springs' flexible educational program offers some other important advantages such as academic time schedule structure, mobility, better overall performance, and customization.

Since Laurel Springs specializes in independent studies, students have the flexibility of not being constrained to a standard academic year schedule. As a result, students can choose their best time to study, which can also be advantageous for families with high mobility rates.

⁴¹ www.odedodea.edu/PROFILES/execsum/98/stratgoal3.pdf

⁴² Laurel Springs' graduation rate was provided by school director.

⁴³ www.odedodea.edu/PROFILES/system/ddess98.pdf, Appendix C
www.odedodea.edu/PROFILES/system/dodds98.pdf, Appendix F

⁴⁴ Laurel Springs SAT scores were provided by the Director of the Associated Schools Division. Please note that these scores may have different meanings when compared to DoDEA and National scores due to differences caused by participation rates, demographics, and self-selection.

- **Students learn at their own pace.** Students can take as much or as little time as they need to master their subjects. There is no need to keep pace with anyone else. Many students are surprised to find themselves putting more time into their schoolwork because the process has become so enlivening to them.
- **Learning is flexible.** Students can develop their own methods of study. Some students give an hour of study to each subject every day. Some spend a day or a week on a single subject, then move to another. Students and their parents choose the approaches that work for them. Some students learn better in the morning; others find that another time of the day works better for them. The key is to match the method and the schedule to the student, rather than the other way around.

According to national averages, home schoolers tend to have higher performance scores compared to traditional education goers. The National Home Education Research Institute conducted a nationwide study in 1990 of 1,500 families with 4,600 children. The findings showed that these home-educated children averaged at or above the 80th percentile in all subjects tested⁴⁵.

In every category and in every grade level, home schools score above the national average. In fact, most of their scores are in the 75th and 85th percentile, meaning that home-schooled kids score higher than 75% to 85% of their peers.

On average, home-schooled 4th graders score about one grade level above 4th graders in traditional schools. By 8th grade, the median performance...is almost four grade (levels) above that of students nationwide.

Report by Lawrence Rudner, statistician at the University of Maryland, recently published in the Education Policy Analysis Archives.

In addition, Laurel Springs offers a wide variety of options for individualized education. The three program options are parent-directed, teacher-assisted, and teacher directed. The **three curriculum options** are project-based, textbook-based, and online learning.

Option 1: Parent-Directed Program

Parents and students play the lead roles while teachers lend support

- Parents are responsible for overseeing students' program
- Parents and students set up students' weekly schedule

⁴⁵ *Laurel Springs School Brochure*. "A Tradition in Independent Studies." p 20.

- Parents see that students understand assignments

Option 2: Teacher-Assisted Program

Parents, teachers, and students collaborate in students' education

- Parents and teachers work together to oversee students' program
- Parents and students set up students' weekly schedule
- Parents and teachers see that students understand assignments

Option 3: Teacher-directed Program

Teachers and students play the lead roles while parents lend support

- Teachers are responsible for overseeing students' program
- Teachers and students set up students' weekly schedule
- Teachers see that students understand assignments

Project-Based Curriculum Description

Grades Pre-K - 8

Laurel Springs is pleased to offer a new curriculum based on literature and hands-on projects. This program is excellent for creative children and for families who want an experience-based curriculum. The curriculum clusters language arts, math, social studies, health, science, and the arts around major themes. For example, a second-grade theme might be frogs. Literature would include one of Arnold Lobel's "Frog and Toad" books, after which students might write their own story about frogs. Science might include develop into frogs. Math would include counting, measuring, weighing, and keeping records on the tadpoles. Social studies projects might ask students to locate places in the world where frogs are biggest and smallest. Art might include illustrating the student's original story, taking photographs of the tadpoles and frogs, or crafting a clay model of a frog.

Textbook-Based Curriculum Description

Grades Pre-K -12

The younger grades are a time for exploration, emotional growth, physical development, and fun. The Laurel Springs curriculum addresses the reading and writing processes with care and with sensitivity to the tremendous love of learning inherent in each child.

One's child's needs are our primary interest. One can interchange materials between the grades. For instance, one can purchase first-grade math and second-grade spelling, or third-grade science and second-grade math, etc.

Online Learning Curriculum Description

Grades 5 - 12

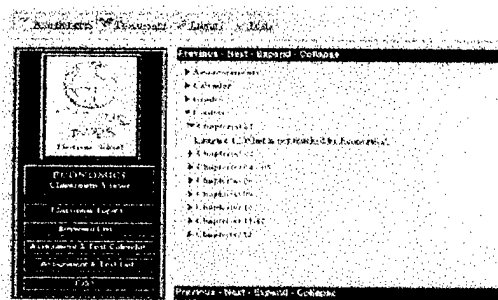
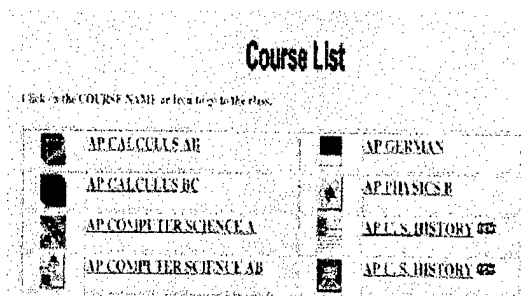
Laurel Springs School is an accredited private school licensed by the State of California. The Online Learning Program provides fully approved high school curricula to families statewide, nationwide, and worldwide. When one's child graduates, he or she receives an academic diploma and transcript accepted by colleges and universities around the world.

The unique online instruction provides each student with the opportunity to work one-on-one with certified teachers, who with the administrators and staff, are just an e-mail away.

Students access their lessons at the Laurel Springs School website. Some of these lessons are on CD-ROM. Most make use of the vast stores of information on the Internet. Students visit specific websites to fulfill assignments and for self-directed research. The result is a multidimensional, interactive learning program that makes education come alive.

Overall, Laurel Springs offers over 100 courses ranging from text-based to online schooling, from kindergarten to high school, and from special needs to honors based. Over 40 of these courses are internet-based in such areas as English, Social Studies, Math, Science, Language, Fine Arts, Health, and Computer Science.

The DoDEA Electronic School (DES), on the other hand, currently offers sixteen courses. Seven of them are Advanced Placement (AP) courses designed to prepare students for the Advanced Placement exam for college credit. They are AP Calculus (AB and BC), AP Computer Science (A and AB), AP German, AP



History, and AP Physics. Historically students who have done well in these courses have fared very well on the AP exam. Of the remaining courses, five are computer programming courses. They are Basic (I and II), Pascal (I and II) and C++. These courses are designed as more introductory level courses than the AP Computer Science course, which also teaches C++. The remaining courses are Economics, Health, Humanities and Scientific Research. The program

offers a highly interactive learning environment through the use of asynchronous computer conferencing utilizing the Internet and GroupWare (Lotus Notes)⁴⁶.

Currently, Laurel Springs is offering honors courses and is looking into offering Advance Placement courses. Laurel Springs offers over four times as many on-line courses than DES in the traditional areas such as English and the Sciences to Economics and Computer Science. Laurel Springs on-line courses are designed so that one only needs internet access while DES requires Lotus Notes and internet access. Overall, both online programs are of comparable quality. Laurel Springs with the greater number of courses in more academic areas could provide DES with a greater distance technology based curriculum.

Also, because of Laurel Springs flexibility and asynchronous academic schedule, the school's services and products may be very useful for the DoDEA, especially in regards to dependents in remote locations, students interested in taking courses during the summer, and students interested in acquiring additional course credits outside the standard academic structure.

⁴⁶ 204.218.209.30/dlweb.nsf

VI. Recommendations

The current DoDEA process, environment, and the preceding market analyses indicate that there are three feasible recommendations for executing Laurel Springs' expansion into the DoD education market. None is mutually exclusive of either of the others.

1. Laurel Springs should endeavor to obtain a DoDEA "sponsored" status. This would mean that either a full or partial subsidy would be available for DoD dependents enrolled in Laurel Springs' educational programs.
2. Laurel Springs should become an online service provider to the current DoDEA Electronic School (DES). In other words, the client organization would support on-line educational services through the existing system. Considering that the Lotus Notes based systems used by DES are costly as they require supplementary hardcover texts and videos, the user-friendly interactive "web-based" programs offered by Laurel Springs have the competitive advantage in cost and centrality. In addition, Laurel Springs' online courses have more diversity and depth for K-12 audience than the current programs offered by DES.
3. Laurel Springs should become a direct provider of educational services to stateside and overseas schools with both online and traditional home-schooling services. This option could be executed through either DoDEA or through direct contacts with the individual DoD schools. If Laurel Springs takes the latter approach, the client organization can request that the individual DoD schools persuade DoDEA Headquarters on behalf of Laurel Springs for obtaining a DoDEA "sponsored" status.

In order to achieve any one or all of these recommendations, Laurel Springs must become a DoDEA vendor and the school must get on the DoDEA bidders' mailing lists. The specific administrative requirements and processes are located in Appendices G, H, and I. Before this procurement process can start, Laurel Springs' services and/or products must be requested by the DoDEA Headquarters and/or from the stateside and overseas schools themselves. In Appendix J, there is a point of contact listing of the relevant DoDEA Headquarters Offices as well as a POC listing for all the DoDEA schools. It is important that at least one of Laurel Springs' directors (or one of the school's senior representatives) initiate the contact.

VII. Implementation

Marketing within DoDEA

Each of the three recommendations involves a different marketing plan. Sponsored status requires marketing to DoDEA parents and children. The DoDEA website has several locations that Laurel Springs should endeavor to have school information posted. There is a DoDEA for parent website⁴⁷, a DoDEA for teens website⁴⁸, a DoDEA for kids website⁴⁹, a DoDEA School Information website⁵⁰, and a DoDEA School Home Partnership website⁵¹. Any or all of these locations will help market this option. Once sponsored status is achieved through DoDEA, a Laurel Springs School representative should coordinate with the DoDEA webmaster⁵² on the logistics. In addition, Laurel Springs should post its DoDEA sponsored status on its homepage and brochures.

Implementation of the second recommendation involves marketing through logistical coordination with the DoDEA Electronic School (DES)⁵³ based on the degree to which the electronic school will utilize Laurel Springs distant learning technologies. DES has all of its programs posted on-line and could automatically use the internet to advertise and distribute products from Laurel Springs.

The last recommendation involves marketing directly to the DoD DDESS and DoDDS schools. The DoDEA school information page maintains a mailing address list both in HTML⁵⁴ and PDF⁵⁵ formats for stateside and overseas schools. In addition, the DoDEA School Information page maintains listings of school⁵⁶ and district⁵⁷ websites and email addresses. This information can be used to develop a contact list of DoD DDESS and DoDDS directors/principals, which would be useful not only for marketing recommendation #3 but for promoting recommendation #1 as well. Already one of the DoDDS schools independently contacted Laurel Springs in regards to using the schools distant learning program for several of its students. As such, a regular mailing to the leadership of DoD DDESS and DoDDS could be very effective in marketing Laurel Springs' products and services.

⁴⁷ www.dodea.osd.mil/parents/

⁴⁸ www.dodea.osd.mil/teens/

⁴⁹ www.dodea.osd.mil/kids/

⁵⁰ www.odedodea.edu/schools/

⁵¹ www.dodea.osd.mil/shp/indexnew.html

⁵² webmaster@hq.odedodea.edu

⁵³ 198.6.223.223/dlweb.nsf

⁵⁴ www.dodea.osd.mil/foia/dodeaschs98.html

⁵⁵ www.dodea.osd.mil/foia/dodeaschs98.pdf

⁵⁶ 192.156.209.1:8001/cgi-bin/procgi.pl/school_web/webschools.r

⁵⁷ www.dodea.osd.mil/web/district_web.html

The State Department Overseas Schools

After successfully entering the Department of Defense Education Activity (DoDEA) market, Laurel Springs' next market should be the State Department overseas schools. The DoDEA structure is a standard hierarchy with a traditional budget structure. However, the Department of State overseas schools do not fall under the same type of bureaucracy. During the 1998-99 school year, the Office of Overseas Schools⁵⁸ assisted 179 schools in 129 countries. Unlike DoDEA, these schools are nongovernment, coeducational, independent schools of various kinds. Many are founded by U.S. companies, church organizations, and individual proprietors. The majority are nonprofit, nondenominational, independent schools established on a cooperative basis by American citizens residing in foreign communities. As such each school is responsible for its own budget, which is mostly sustained through annual tuition.

The purposes of the Department of State American-Sponsored assistance program are to help the schools provide adequate education for U.S. government dependents and to demonstrate to foreign nationals the philosophy and methods of American education. The schools are open to nationals of all countries, and their teaching staffs are multinational. Enrollment in the schools at the beginning of the 1998-99 school year totaled 92,966, of whom 28,529 were U.S. citizens. In addition, there were 64,437 children from over 129 other countries. Out of 10,859 teachers and administrators employed in the schools, 5,433 were U.S. citizens and 5,426 were foreign nationals from over 75 countries.

Basic Characteristics: No statement about the American-sponsored overseas schools would apply without exception or qualification to all schools. Variety is one of their basic characteristics. They range from tiny schools, such as the American Embassy School in Reykjavik, Iceland, with 15 students, to large overseas schools, such as the Singapore American School with 2,709 students. School facilities range from rented homes to multi-million dollar campuses, although increasing numbers of overseas schools now occupy purpose-built facilities. Very few schools have boarding facilities.

Although emphasis varies, all the schools share these purposes:

- a) to provide educational opportunities for American and other children generally comparable to those available in schools in the United States;
- b) to demonstrate American educational philosophy and practice abroad in order to help further international understanding.

The schools are not operated or controlled by the U.S. government. Ownership and policy control are typically in the hands of associations of parents of the children enrolled, who elect a school board to supervise the superintendent or chief administrator whom the board chooses to administer the school. In some schools, the organization is highly formalized; comprising corporate status in the United States or in

⁵⁸ www.state.gov/www/about_state/schools/wide.html

the host country, while other schools are loosely defined cooperative entities. In some locations, the schools are closely associated with the U.S. Embassy; in others, the local or international communities share direct concern for the school with the American community. All schools are subject, in varying degrees and with varying effects, to host-country laws and regulations pertaining to educational practices, importation of educational materials, personnel practices, etc.

Combined annual operating budgets of the 179 schools total over **\$400 million**. Tuition payments are the principal source of financing for the schools. Many schools derive additional support from gifts and contributions from U.S. and local business firms, foundations, mission groups, individuals and local governments, and all have received some assistance from the limited funds available under the program of the Office of Overseas Schools (**a total of nearly \$6 million annually**).

The instructional programs provide a core curriculum that prepares students to enter schools, colleges, and universities in the United States. The language of instruction is English, supplemented in most schools with the local language. The content of the educational programs is American but can vary depending on the proportion of U.S. students. Certain schools, especially in Latin America, must also fulfill host-country curriculum requirements. The curricula tend to be largely academic, with relatively little attention given to vocational or commercial education. An out-standing characteristic of most American-sponsored schools is the use they have made of their location abroad to provide foreign language and local culture programs. The quality and range of instructional materials are excellent in increasing numbers of the schools. The extent and quality of computer programs in many overseas schools, for example, exceed that of typical schools in the United States.

In terms of faculties, most of the administrators and half of the teachers are Americans or American trained. A portion of the American staff is hired locally, and a number of them are U.S. government dependent spouses. Most staff members are college graduates and the majority holds teaching certificates. The local and third-country teachers are usually well qualified, although some lack experience in U.S. educational methods. Hiring of staff is the responsibility of the individual schools.

After establishing itself in the Department of Defense education market, Laurel Springs will have increased credentials for entering the loose structure of the State Department market. Much like the options with DoDEA, Laurel Springs should endeavor to achieve State Department sponsor-status so that non-military, U.S. government dependents overseas can attend Laurel Springs at no cost or at partial cost. Second, Laurel Springs should endeavor to provide services and products to the individual American-Sponsored Schools based on funding from the individual schools and/or the Department of State Office of Overseas Schools.

For further information, contact:

Dr. Keith D. Miller, Director
Office of Overseas Schools
Department of State
Washington, DC 20522-2902
Tel: 703-875-7800
Fax: 703-875-7979
E-mail: OverseasSchools@state.gov

or check out the US State Department Overseas Schools home page⁵⁹. A listing of the point of contact information for these schools and their regional associations can be found through this website.

The schools are broken down into five regions:

Region	Website
Far East	www.state.gov/www/about_state/schools/fareastfact.html
Europe	www.state.gov/www/about_state/schools/europefact.html
Africa	www.state.gov/www/about_state/schools/africafact.html
Near East	www.state.gov/www/about_state/schools/neareastfact.html
Latin America	www.state.gov/www/about_state/schools/latinamerfact.html

In addition there are ten associations⁶⁰. One of these, the Association for the Advancement of International Education is a worldwide organization supporting American international educational interests. Others serve overseas schools located in specific geographic areas of the world. Together they have created the Office of Overseas Schools a network of information, service, and support for American-sponsored overseas schools, faculty, students, parents, and community.

Associations & Websites	
Association for the Advancement of International Education	www.aaie.org/
Association of American Schools in South America	www.aassa.com/
The Association of American Schools of Central America, Colombia, the Caribbean and Mexico	www.tri-association.org/
Association of International Schools in Africa	www.state.gov/www/about_state/schools/aisa.html
The Central and Eastern European Schools Association	www.ceesacental.org/
East Asia Regional Council of Overseas Schools	www.state.gov/www/about_state/schools/earcos.html
The European Council of International Schools (ECIS)	www.ecis.org/
The Mediterranean Association of International Schools	www.mais-web.org/
Near East South Asia Council of Overseas Schools	www.nesacenter.org/
The Inter-Regional Center for Curriculum and Materials Development	www.state.gov/www/about_state/schools/irc.html

⁵⁹ www.state.gov/www/about_state/schools/index.html

⁶⁰ www.state.gov/www/about_state/schools/oregional.html

These marketing efforts will be more effective by focusing on these associations along with the individual schools. One of the side benefits to developing working relationships with these schools and associations may be better expansion into foreign markets. Laurel Springs is currently providing services to Japan. By working with the overseas schools and associations, Laurel Springs may eventually be able to provide similar services to other foreign countries.

VIII. Conclusion

At the request of the client organization, Laurel Springs School, we developed an in-depth market analysis of comparable educational programs offered within the DoDEA. Our analysis indicates that Laurel Springs School has significant competitive advantages with its products. Laurel Springs' customized distance learning programs are cost-efficient, diverse and flexible; thus, satisfy the demands within the DoDEA market.

Laurel Springs should endeavor to obtain a DoDEA “sponsored” status. This status will allow either full or partial financial subsidy for DoD students participating in Laurel Springs' educational programs.

Laurel Springs should then try to become an on-line educational service provider to the current DES. The Lotus Notes and internet-based systems currently used by the DES are costly as they often involve supplementary hardcover texts and videos. Laurel Springs, with its wider variety of courses and the user-friendly interactive “web-based” programs, should attract significant demand.

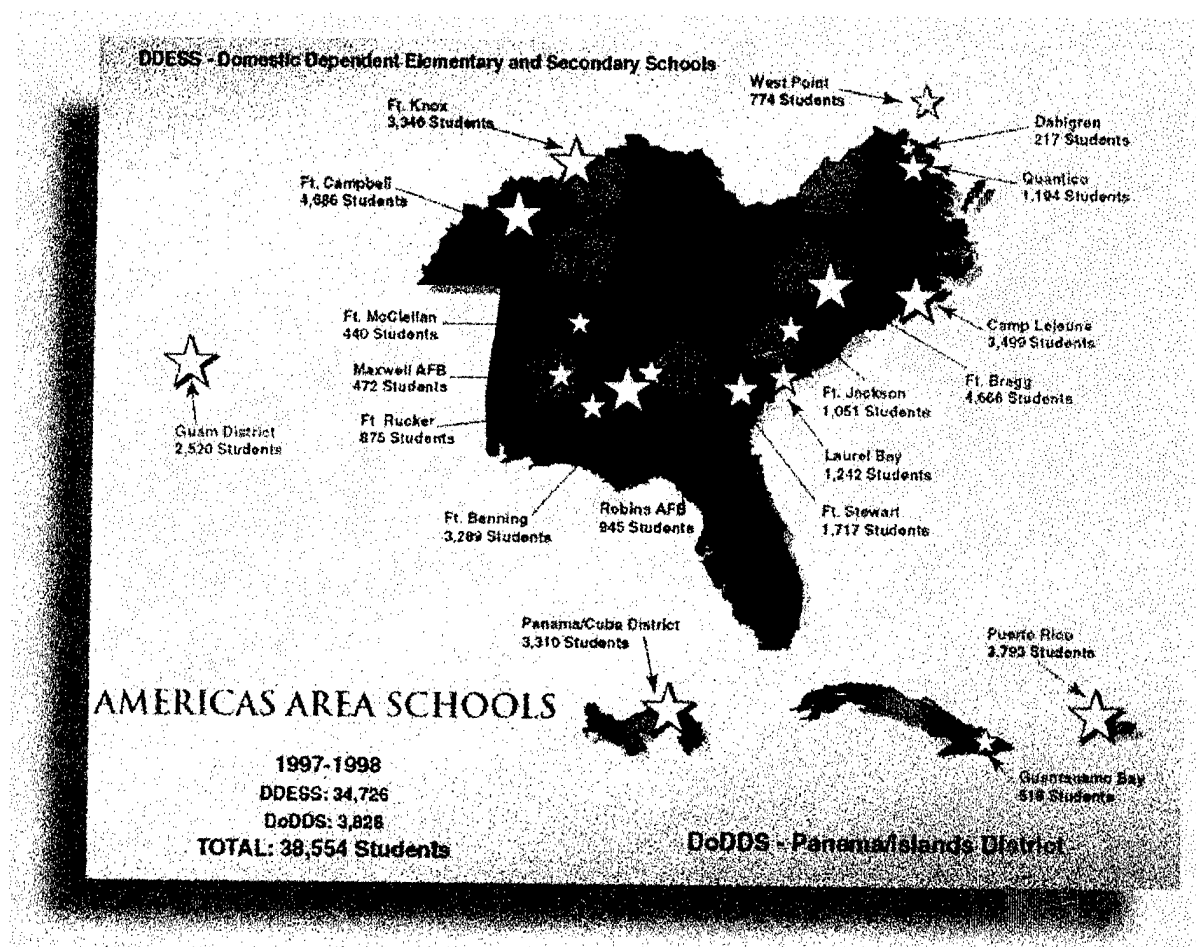
The client organization should endeavor to become a direct provider of educational services to stateside and overseas schools with both on-line and traditional home-schooling services.

After successfully launching into the DoDEA market, Laurel Springs should then approach the Department of State overseas schools. The DoDEA structure is a standardized hierarchical bureaucracy with traditional military funding. However, the Department of State overseas schools do not fall under the same type of bureaucracy or funding. During 1998-1999, the Office of Overseas Schools assisted a total of 179 schools in 129 countries. Unlike DoDEA, these schools are non-government, independent schools that rely principally on tuition for funding.

After establishing itself to the standardized structure of the DoDEA education market, Laurel Springs will have increased credentials and organizational efficacy for entering the diverse structures of the Department of State Overseas Schools market.

where WE are

Domestic Dependent Elementary and Secondary Schools (DDESS)



DDESS Schools

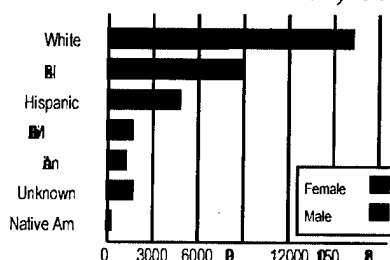
DDESS Schools, School Year 1999-2000

Alabama	Antilles	Camp Lejeune	Fort Benning	Fort Bragg
Fort Rucker -- Fort Rucker ES -- Fort Rucker PS Maxwell -- Maxwell AFB ES	Antilles ES Antilles IS Antilles MS Antilles HS Ramey Unit School Roosevelt Roads ES Roosevelt Roads M/HS	Berkley Manor ES Brewster MS Lejeune HS DeLallo ES Russell ES Stone Street ES Tarawa Terrace I PS Tarawa Terrace II ES	Dexter ES Faith MS Loyd ES McBride ES Stowers ES White ES Wilson ES	Albritton JHS Bowley ES Bulner ES Devers ES Holbrook ES Irwin MS McNair ES Murray ES Pope ES
Total Schools: 3	Total Schools: 7	Total Schools: 8	Total Schools: 7	Total Schools: 9
Fort Campbell	Fort Knox	Fort Stewart	Guam	Robins AFB
Barkley ES Fort Campbell HS Jackson ES Lincoln ES Lucas ES Mahaffey MS Marshall ES Wassom MS	Fort Knox HS Kingsolver PS McDonald IS Mudge PS Pierce PS Scott MS Van Voorhis PS Walker IS	Brittin ES Diamond ES	Andersen ES Andersen MS Guam HS South E/MS	Linwood ES Robins ES
Total Schools: 8	Total Schools: 8	Total Schools: 2	Total Schools: 4	Total Schools: 2
South Carolina	Virginia/New York			
Fort Jackson -- Hood Street ES -- Pierce Terrace ES -- Pinckney ES Laurel Bay -- Laurel Bay IS -- Laurel Bay PS	Dahlgren -- Dahlgren ES Quantico -- Ashurst ES -- Burrows ES -- Quantico M/HS -- Russell ES -- West Point ES -- West Point MS			
Total Schools: 5	Total Schools: 7			DDESS Total: 70

Department of Defense Education Activity
Department of Defense Domestic Dependent Elementary and Secondary Schools (PK-12)
1997/98 System Profile
Lillian Gonzalez, Director

System Characteristics

Student Enrollment - 34,430



Special Programs			
Grade Offered	Program	#	%
PK-12	Special Education	3346	10%
K-8	TAG	1874	6%
K-12	ESL	1072	3%
AP Courses Offered		43	
Students Taking AP Courses		267	22%

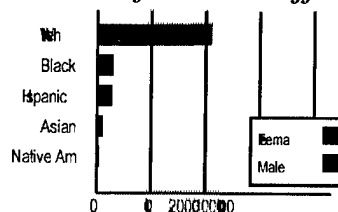
Grade	#
PreK	3240
K	4259
1	4079
2	3835
3	3467
4	3283
5	2939
6	2691
7	1819
8	1633
9	1145
10	804
11	648
12	588
Total	34430

Sponsor Affiliation	
Marine	16%
Army	61%
Navy	10%
Air Force	8%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	5%
Non-US Civilians	<.5%

Teacher Experience	
Years	Teachers
New	58
1-3	160
4-6	232
7-10	332
> 10	1714

Mobility Rate
37% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	111.5
Classroom Teachers	1895.3
Special Education	233
Other Professionals	441.3

Teacher Education	
Degree	% Teachers
BA/BS	38 %
MA/MS	60 %
Doctorate	2 %

Director's Highlights

The Domestic Dependent Elementary and Secondary Schools have had an exciting year with the opening of a new district. The Guam District officially opened its doors on September 29, 1997 with three schools serving over 2,500 students.

The major emphasis for the area has been on the improvement and action plans of the DoDEA Community Strategic Plan. Direct feedback by the Special Assistant was provided for each District Improvement Plan, focusing on enhancing strategy implementation, monitoring progress, and providing more opportunities for parental involvement to increase student achievement.

As an outgrowth of the DoDEA Strategic Plan, The Framework for School Improvement was developed to provide assistance and specialized resources to increase student performance and enhance the teaching and learning process in selected schools.

We continued our efforts to efficiently and effectively use all of our resources, both at DDESS Headquarters and at the DoDEA systemwide level.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.10: Demonstrate student technological proficiency.

DDESS Headquarters continued to support the purchasing of software and hardware to fully implement programs to enhance student technological proficiency. Access to the INTERNET has continued to grow in each district allowing students more accessibility to a variety of information sources.

Goal 4: Math And Science Achievement

Benchmark 4.3: Increase student proficiency in math and science.

In our efforts to increase student achievement, a major emphasis has been the integration of curriculum standards throughout DoDEA. A task force was convened to develop a common set of performance standards for mathematics that combined both DDESS and DoDDS standards.

Goal 7: Teacher Education and Professional Development

Benchmark 7.1: Provide professional development structure for educators.

The focus for professional development within the DDESS system continued to be in support of the school improvement strategies. DDESS teachers, principals, and support staff participated in the DoDEA Summer Training, in such areas as: Writing Assessment, School Improvement, Street Law, Math Leadership, Algebra/Geometry, Technology, and others.

Goal 10: Organizational Development

Benchmark 10.8: Establish technology for teachers and administrators.

The installation of a common set of technology across all DDESS districts has begun. This technology will enhance communication, student record keeping, and student accountability. The installation of an electronic mail system has been initiated with seven districts completed, and the rest by SY 1998-99.

Average Ratings of SHP Progress	
Tier	DDESS
Co-Communicators	4.2
Co-Supporters	3.8
Co-Learners	3.4
Co-Teachers	3.8
Co-Advisors	3.5
1= traditional 2=little progress 3=visible progress 4=much progress 5=full implementation	

Goal 8: Parental Participation

Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....

The DDESS Headquarters continued the partnership between parents and the schools through the School-Home Partnership initiatives. Parents from The Framework for School Improvement Support schools met with DoDEA and school leaders to forge an understanding of the process, and assist in the planning for increased student improvement for next year.

Standardized Test Results

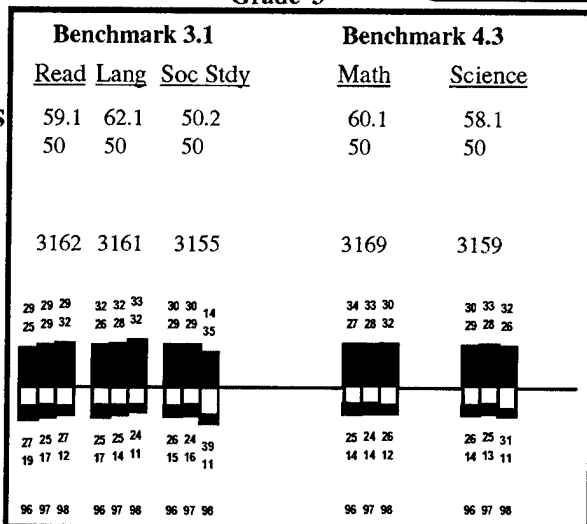
1998
Median
Percentiles
for: DDESS
Nation

Students

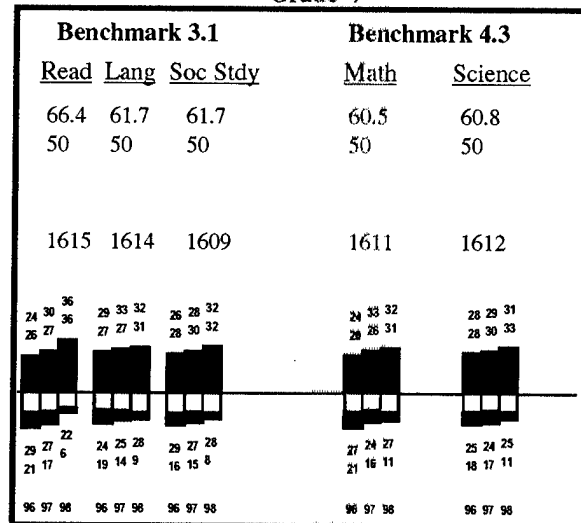
Percent of
Students
in Each
Quarter



Grade 3



Grade 7

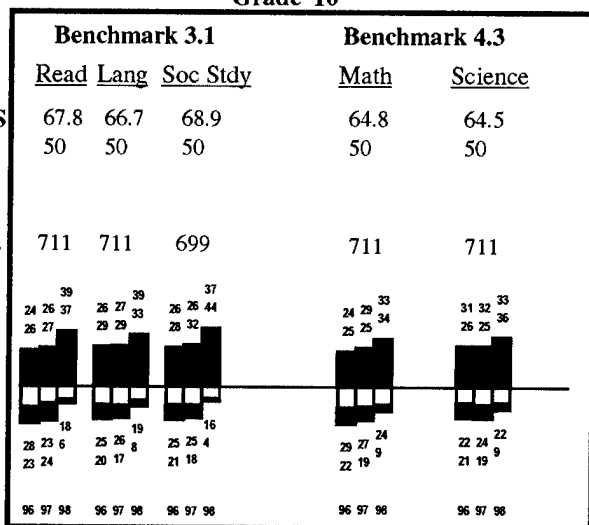


Grade 10

1998
Median
Percentiles
for: DDESS
Nation

Students

Percent of
Students
in Each
Quarter



SAT Results

	DDESS	Nation
% Participating	97	49%
	98	74%
Math Avg Score	97	481
	98	481
Verbal Avg Score	97	495
	98	483

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

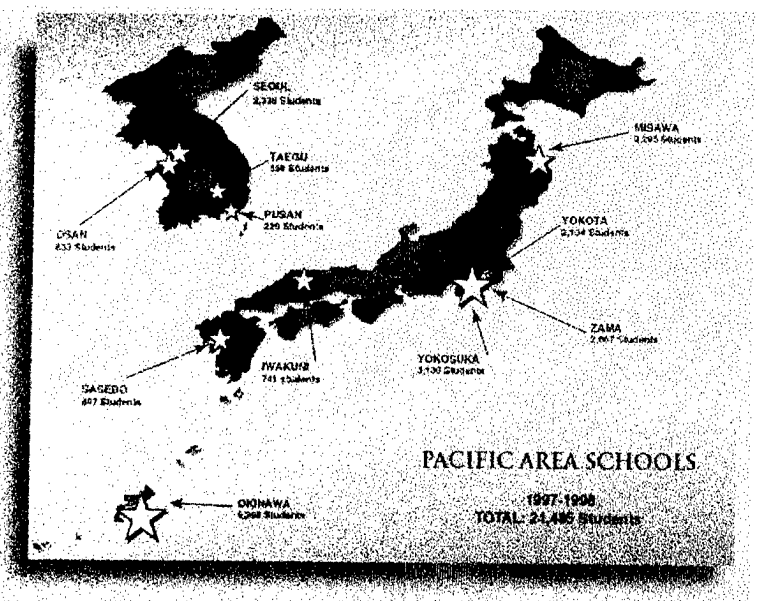
Standardized Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th.

DDESS
4040 N. Fairfax Dr., 4th Floor
Arlington, VA 22203-1635

DSN Phone: 426-4373
Fax Number:
Commercial Phone:
(703) 696-4373

DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/ Undeveloped	Not Scoreable
5	98	1444	Met	17.7%	75.8%	6.1%	0.2%	0%
8	98	786	Not Met	30.3%	43.1%	20.6%	5.6%	0%
10	98	350	Met	29.4%	50%	11.1%	8.6%	1%

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DoDDS Schools

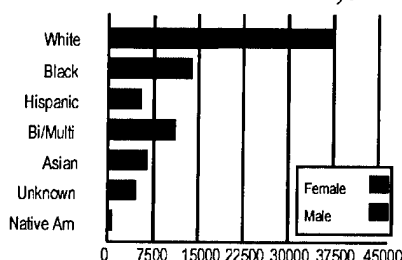
DoDDS Schools, School Year 1999-2000

Brussels	Heidelberg	Hessen	Italy
AFCENT ES AFCENT HS Bitburg ES Bitburg MS Bitburg HS Brussels ES/HS Geilenkirchen ES Kleine Brogel ES SHAPE ES SHAPE HS Spangdahlem ES Spangdahlem MS Volkel ES	Bad Aibling ES/HS Boeblingen ES Garmish ES Heidelberg MS Heidelberg HS Mannheim ES Mannheim MS Mannheim HS Mark Twain ES Patch ES Patch HS Patrick Henry ES Robinson Barracks ES Hinterbrand Lodge	Argonner ES Aukamm ES Babenhausen ES Bad Nauheim ES Butzbach ES Darmstadt ES Darmstadt MS Gelnhausen ES Giessen ES Giessen HS Hainerberg ES Halvorsen/Tunner ES/MS Hanau MS Hanau HS Springfield ES Wiesbaden MS Wiesbaden HS	Aviano ES Aviano HS Gaeta ES/MS La Maddalena ES Livorno ES/HS Naples ES Naples HS Pordenone ES Sigonella ES/HS Vajont ES Verona ES Vicenza ES Vicenza HS
Kaiserslautern	Turkey/Spain	United Kingdom	Wuerzburg
Bad Kreuznach ES Bad Kreuznach HS Baumholder HS Dexheim ES Kaiserslautern ES Kaiserslautern MS Kaiserslautern HS Landstuhl ES/MS Neubruecke ES Ramstein ES Ramstein Intermediate Ramstein MS Ramstein HS Sembach ES Sembach MS Smith ES Vogelweh ES Wetzell ES	Ankara ES/HS Bahrain ES/HS Incirlik ES Incirlik HS Izmir ES/HS Lajes ES Lajes HS Rota ES Rota HS Sevilla ES	Alconbury ES Alconbury HS Croughton ES/MS Feltwell ES Iceland ES Iceland HS Lakenheath ES Lakenheath MS Lakenheath HS Liberty Intermediate London Central HS Menwith Hill ES/HS West Ruislip ES London Central Dorm	Amberg ES Ansbach ES Ansbach HS Bad Kissingen ES Bamberg ES Bamberg HS Grafenwoehr ES Hohenfels ES Hohenfels HS Illersheim ES/MS Kitzingen ES Rainbow ES Schweinfurt ES Schweinfurt MS Vilseck ES Vilseck HS Wuerzburg ES Wuerzburg MS Wuerzburg HS
Japan	Korea	Okinawa	Cuba
Ann ES Byrd ES Cummings ES Darby ES Edgren HS Ikego ES King ES/HS Kinnick HS Lanham ES Perry ES Perry HS Sollars ES Sullivans ES Yokosuka MS Yokota ES, East Yokota ES, West Yokota HS Zama HS	Joy ES Osan ES Osan HS Pusan ES/HS Seoul ES Seoul HS Taegu ES/HS	Bechtel ES Earhart ES Hope ES Kadena ES Kadena MS Kadena HS Killin ES Kinser ES Kubasaki HS Lester MS Stearley Heights ES Zukeran ES	Cuba ES/HS
Europe Total: 116	Pacific Total: 37	Americas Total: 1	DoDDS Total: 154
(Totals do NOT include Dormitory, or Hinterbrand Lodge)			

Department of Defense Education Activity
Department of Defense Dependents Schools (PK-12)
1997/98 System Profile
Lillian Gonzalez, Director

System Characteristics

Student Enrollment - 77,641



Special Programs				
Grade Offered	Program	#	%	
PK-12	Special Education	7554	10%	
K-8	TAG	5806	9%	
K-12	ESL	2612	3%	
1	Reading Recovery	671	8%	
7-12	AVID	1439		
AP Courses Offered		273		
Students Taking AP Courses		2041	34%	

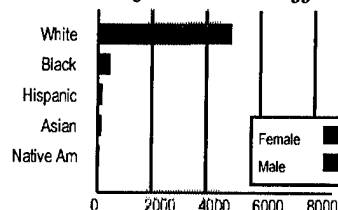
Grade	#
PreK	1047
K	7834
1	7955
2	8031
3	7593
4	6971
5	6596
6	6025
7	5625
8	5140
9	4683
10	4112
11	3301
12	2728
Total	77641

Sponsor Affiliation	
Marine	6%
Army	36%
Navy	14%
Air Force	31%
Coast Guard	<.5%
Non-US Military	<.5%
US Civilians	12%
Non-US Civilians	2%

Teacher Experience	
Years	Teachers
New	110
1-3	299
4-6	397
7-10	586
> 10	4195

Mobility Rate
35% Per Year

Professional Staffing



School Staff	
Category	FTE
Administrators	291
Classroom Teachers	4229
Special Education	506.5
Other Professionals	912.2

Teacher Education	
Degree	% Teachers
BA/BS	32 %
MA/MS	66 %
Doctorate	3 %

Director's Highlights

The Department of Defense Dependents Schools (DoDDS) system is an organizational element of the Department of Defense Education Activity (DoDEA) that provides a quality education for the dependents of Department of Defense military and civilian personnel on official overseas assignments. The schools focus on the DoDEA mission to provide a world-class educational program that inspires and prepares all students for success in a dynamic global environment.

School Year 1997-98 saw significant advances in all strategic goals and benchmarks. DoDDS established 14 new Sure Start programs for a total of 55 programs. Intensive professional development was a focus at all levels of the organization. The first Customer Satisfaction Survey was completed by parents, teachers, and students at a sample of 100 schools. The survey indicates that DoDEA's customers, parents, students, and teacher/staff, are generally very satisfied with their schools. Parents indicated they are most satisfied with their child's teacher.

The Framework for School Improvement Support was initiated to develop model programs to meet the unique needs of DoDEA schools. The Framework is providing resources and innovative practices to help meet these challenges including schools with very high rates of mobility and deployment.

DoDEA Strategic Plan: School Improvement Implementation
School Year 97/98 Priorities

Goal 3: Student Achievement And Citizenship

Benchmark 3.1: Increase Proficiency in Reading Lang Arts and Soc. Studies.
DoDDS student performance continues to be well above the national norm. More than 75% of DoDDS students at grades 5, 8, and 10 scored at the "proficient" level on the DoDEA Writing Assessment. DoDDS 12th graders scored above the national average on the ACT English and Reading subtests and the Verbal portion of the SAT.

Goal 4: Math And Science Achievement

Benchmark 4.2: Narrow Achievement Gap between Racial/Ethnic/Gender Grps.
DoDDS student performance on the CTBS in mathematics and science was well above the national norm. While the achievement gaps in mathematics and science between DoDDS African American and Hispanic students and the systemwide baseline increased slightly in 1998, they are significantly smaller than when the DoDEA Community Strategic Plan was initiated in 1994.

Goal 10: Organizational Development

Benchmark 10.7: Effective Communication Sys. for all DoDEA constituencies.
DoDEA has developed a web site (<http://www.odedodea.edu>) which is updated regularly with news and information. The web site includes the DoDEA "Spirit of Excellence" newsletter and the system Accountability Report and school Accountability Profiles. A number of brochures, guides, and videos were produced including an overview of "Work Sampling" for early childhood.

Benchmark 10.8: Establish technology for teachers and administrators.

DoDEA far exceeds the nation in the availability, use, and curriculum integration of technology as measured by the School Technology and Readiness (STaR) assessment; 13% of DoDEA schools scored at the highest level, Target Tech, while 57% were rated as High Tech, and none were rated as Low Tech. (Nationally, only 3% and 12% of schools are rated as Target Tech and High Tech, respectively.)

Average Ratings of SHP Progress	
Tier	DoDDS
Co-Communicators	3.9
Co-Supporters	3.5
Co-Learners	3.1
Co-Teachers	3.5
Co-Advisors	3.3

1= traditional 2=little progress 3=visible progress
4=much progress 5=full implementation

Goal 8: Parental Participation

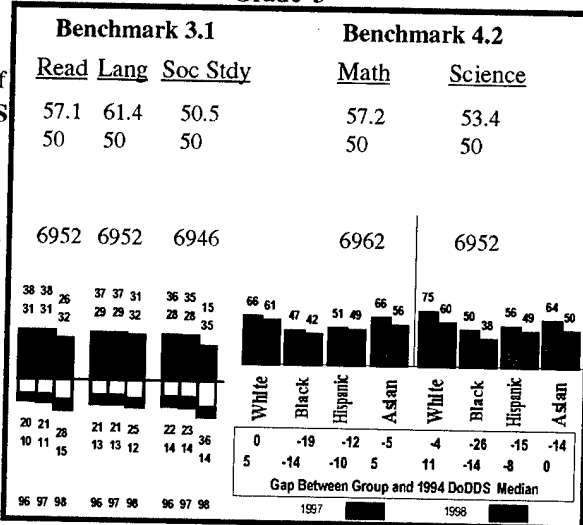
Benchmark 8.1: Implement/Evaluate Multi-Tiered School-Home Partnership.....
A self-evaluation of the 5 tiers of the DoDEA School-Home Partnership model indicated that there are increasingly strong partnerships between schools and parents as documented by the overall findings. Quantitatively, the evaluation showed significant growth in every tier from 1997 to 1998 with the greatest growth in co-support and co-teaching.

Grade 3

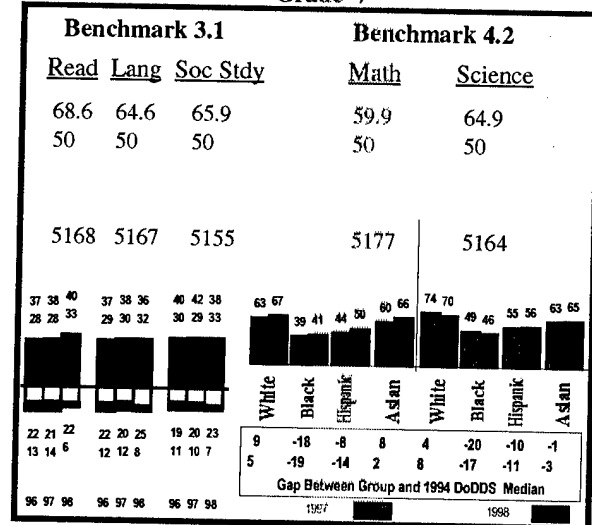
1998
Median
Percentiles
or: DoDDS
Nation

Students

Percent of
Students
in Each
Quarter



Grade 7

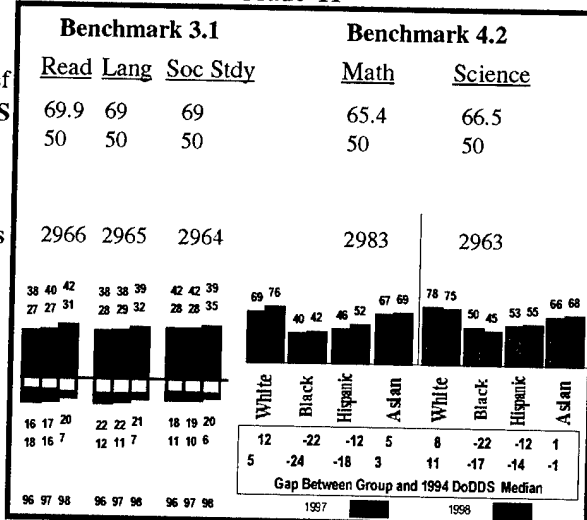


Grade 11

1998
Median
Percentiles
or: DoDDS
Nation

Students

Percent of
Students
in Each
Quarter



SAT Results

	DoDDS		Nation
% Participating	97	63%	41%
	98	62%	43%
Math Avg Score	97	505	511
	98	505	512
Verbal Avg Score	97	515	505
	98	511	505

Notes

Mobility Rate is defined as the % of students who enter or withdraw from a school during the year relative to the enrollment.

SAT Results: Because of the way the College Board reports this data, the % Participating is generally overestimated.

CTBS Test Results: A Percentile score indicates the % of students nationally who scored below that score. Quarter(s) are the four percentile ranges: 1-25th, 26-50th, 51-75th, and 76-99th. Gaps are the differences between the group median percentiles and the 1994 DoDDS baseline medians.

DoDEA

4040 North Fairfax Drive
Arlington, VA 22203-1635

DSN Phone: 426-4462
Fax Number: (703) 696-8918
Commercial Phone:
(703) 696-4462

DoDEA Writing Assessment

Grade	Yr	Number Tested	Benchmark Criteria 75% => Proficient	Percent at Each Performance Level				
				Distinguished	Proficient	Apprentice	Novice/Undeveloped	Not Scoreable
5	96	6259	Met	33%	51%	13%	2%	1%
5	97	6143	Met	31%	57%	7%	1%	4%
5	98	6017	Met	19%	75%	5%	0%	0%
8	96	4804	Not Met	22%	40%	30%	6%	1%
8	97	4600	Met	32%	44%	15%	2%	6%
8	98	4613	Met	30%	49%	17%	3%	1%
10	96	3507	Not Met	28%	45%	21%	5%	0%
10	97	3575	Met	42%	38%	15%	2%	3%
10	98	3572	Met	42%	41%	12%	5%	1%

Becoming a DoDEA Vendor

All Department of Defense (DoD) vendors must be registered in the DoD Central Contractor Registration (CCR) database to be eligible for award. Generally, the only DoD vendors exempt from this requirement are foreign vendors who will only perform work outside the U.S. and its possessions.

General Overview on How to Register on the CCR Database¹

1. To register, you must do the following:
 - a. Obtain a Data Universal Numbering System (DUNS) number from Dun and Bradstreet, if you don't already have one. Organizations (including businesses, non-profits, governmental organizations and other groups) can obtain one through Dun and Bradstreet's DUNS number website or by telephone at 1-800-333-0505. Individuals must contact Dun and Bradstreet at 1-800-333-0505 and follow Dun and Bradstreet's instructions to get their DUNS numbers. More general information about DUNS numbers is available at the Dun and Bradstreet general website².
 - b. Once a DUNS number has been obtained, register on the CCR database. If the Department of Defense has mailed you a Trading Partner Profile to update, please update this profile using the website at "<http://www.ccr.dlsc.dla.mil>". The website for all others is "<http://ccr.edi.disa.mil>". Additional information about the CCR database, including other non-Internet ways to register, can be obtained from the Fairfax, VA Electronic Commerce Resource Center (ECRC) at:

Fairfax ECRC
Attn: Wanda Robinson
10640 Page Avenue, Suite 400
Fairfax, VA 22030
Phone (703) 691-1507
Fax: (703) 691-8948
e-mail: "wrobinson@fecrc.com"
website: "<http://www.fecrc.com>"

The Fairfax ECRC also has information on other ECRCs across the U.S. if you wish to work with an ECRC closer to you.

¹ www.dodea.osd.mil/procure/ccrregister.html

2. After your registration on the CCR has been verified and activated, you will receive a Commercial and Government Entity (CAGE) code. Please supply DoDEA with your CAGE code as soon as you receive it³.
3. If you encounter problems attempting to register on the CCR database, you can contact for assistance:

DoDEA Headquarters
Attn: Tina Moll
Procurement Policy Branch
4040 N. Fairfax Dr.
Arlington, VA 22203-1635
Phone (703) 696-3845, ext. 1420
E-mail: "CMoll@hq.odedodea.edu"

Obtaining a Data Universal Numbering System (DUNS) Number from Dun and Bradstreet

What Is a D&B D-U-N-S Number:

In today's global economy, D&B's Data Universal Numbering System, the D&B D-U-N-S Number, has become the standard for keeping track of the world's businesses. Its unique nine-digit code helps you identify and link more than 57 million companies worldwide.

The D&B D-U-N-S Number is D&B's distinctive nine-digit identification sequence. The D&B D-U-N-S Number is an internationally recognized common company identifier in EDI and global electronic commerce transactions. The world's most influential standards-setting organizations, more than 50 global, industry and trade associations, and the U.S. Federal Government recognize, recommend and/or require the D&B D-U-N-S Number.

Why Does a Company Need a D&B D-U-N-S Number:

There's no charge to get a D&B D-U-N-S Number on your own company. And it can make it easier for your business associates to do business with you. In fact, some customers demand that their suppliers obtain a D&B D-U-N-S Number.

² www.dnb.com/

³ The DoDEA procurement division requires that all businesses have a CAGE Code.

It is now the standard for all United States Federal Government electronic commerce transactions to help streamline and reduce federal procurement costs. So your company needs a D&B D-U-N-S Number if you plan to do business with the U.S. Federal Government.

How to Obtain a D-U-N-S Numbers:

Follow the directions (3 step process) located at
www.dnb.com/dunsno/whereduns.htm#own

Registering on the CCR Database⁴

The Central Contractor Registration system is a central repository of all companies and agencies wanting to do business with the Department of Defense (DoD). These companies and agencies **MUST** be registered and validated in the CCR prior to award of any contract, basic agreement, basic ordering agreement, or blanket purchase agreement, unless the award results from a solicitation issued on or before May 31, 1998.

How to Register:

Follow the directions located at
www.ccr.dlsc.dla.mil/ccr/scripts/ccradd.asp

Frequently Asked Questions (FAQs) About CCR:

Follow Index to FAQs
www.ccr2000.com/faqs.html

⁴ www.ccr2000.com/

How to Get on the DoDEA Bidder's Mailing Lists¹

1. Fill out the vendor data input sheet², and submit it to the procurement office(s) that interests you. If CCR database registration is required, please submit the CCR registration first, and retain both a copy of the correctly completed registration as well as proof that the registration was submitted (including the date of submission).
2. The local procurement office will forward your sheet to their systems administrator for loading into that location's vendor database. **Your information will be loaded if it is determined that you sell goods or services procured by the DoDEA Procurement Division location at which you are attempting to register.** Please include the CAGE (Commercial and Government Entity) code you were given by DoD (usually given when your CCR registration is fully processed and input into DoD's database). Contact us if you are not required to register in the CCR database, but do not have a CAGE code.
3. **You may also send literature to us describing your organization and the goods/services you sell.**
4. We are very interested in working with all organizations that can meet our needs (large and small businesses, nonprofits, etc.). We are particularly interested in:
 - a. Organizations having U.S. General Services Administration (GSA) Schedules (and/or other contracts from which DoDEA is eligible to order);
 - b. Organizations accepting the International Merchants Purchase Acceptance Card (IMPAC) as a method of purchase;
 - c. **Small businesses;** and
 - d. Historically Black Colleges and Universities as well as Minority Institutions.
5. For information on individual DoDEA procurement offices, see the specifics on the offices below:
 - a. Headquarters Procurement Branch³, Arlington, VA;
 - b. **DoDEA Education Supplies Procurement Office (DESPO)⁴, Richmond, VA;**
 - c. DoDEA European Procurement Office (DEPO)⁵, Mainz-Kastel, Germany; or
 - d. DoDEA Pacific Procurement Office (DPPO)⁶, Okinawa, Japan.
6. If you have questions, contact Tina Moll at (703) 696-3845, ext. 1420, DSN 426, fax (703) 696-4871, or e-mail at "CMoll@hq.odedodea.edu".

¹ www.dodea.osd.mil/procure/contactoffices.html

² Appendix I, www.dodea.osd.mil/procure/originaldocs/VENDRWB1.pdf

³ www.dodea.osd.mil/procure/addr-hq.html

⁴ www.dodea.osd.mil/procure/addr-despo.html

⁵ www.dodea.osd.mil/procure/addr-eur.html

⁶ www.dodea.osd.mil/procure/addr-pac.html

Information on the Individual DoDEA Procurement Offices

Headquarters Procurement Branch⁷, Arlington, VA:

The DoDEA Headquarters Procurement Branch procures goods and services for approximately 300 staff members working in DoDEA Headquarters. If you are interested in getting on the DoDEA Headquarters bidder's mailing list, please fax the vendor data input sheet to Tina Moll at (703) 696-4871, or mail it to her at the following address. Due to technical problems, please do not e-mail the sheet to her, since she will not be able to read the e-mail when received:

DoDEA Headquarters
Attn: Tina Moll
Procurement Policy Branch
4040 N. Fairfax Dr.
Arlington, VA 22203-1635
Phone (703) 696-3845, ext. 1420

DoDEA Education Supplies Procurement Office (DESPO)⁸, Richmond, VA:

DESPO is the DoDEA procurement office that buys goods and services for the schools themselves (including DoDEA-wide requirements for the schools), as well as for the DESPO office in Richmond (for example, books, chalk, football uniforms, school band instruments and uniforms, desks, computer hardware, software and services, etc.).

If you are interested in getting on the DESPO bidder's mailing list, please fill out the vendor data input sheet, and fax it to Ms. Billye Phillips at (804) 327-0671, or mail it to her at the following address:

DESPO
Attn: Billye Phillips
101 Buford Road
Richmond, VA 23235
Phone (804) 327-0505

DoDEA European Procurement Office (DEPO)⁹, Mainz-Kastel, Germany:

DEPO supports the European and Middle Eastern regions. They primarily contract for school bus transportation for the students in those areas.

⁷ www.dodea.osd.mil/procure/addr-hq.html

⁸ www.dodea.osd.mil/procure/addr-despo.html

⁹ www.dodea.osd.mil/procure/addr-eur.html

If you are interested in getting on the DEPO bidder's mailing list, please fax your completed vendor data input sheet to Roberta Graves at 011-49-6134-604-517, or mail it to her at the following address:

DEPO
Attn: Roberta Graves
Unit 29649, Box 6000
APO AE 09096
Phone 011-49-6134-604-730

Please bear in mind when communicating with DEPO that their part of Germany is 6 hours ahead of U.S. Eastern Standard Time.

DoDEA Pacific Procurement Office (DPPO)¹⁰, Okinawa, Japan:

DPPO supports the Asian region of DoDEA. They primarily contract for school bus transportation for the students in that area.

If you are interested in getting on the DPPO bidder's mailing list, fax your completed sheet to Scott Estes at 011-81-98-876-2904, or mail it to him at the following address:

DPPO
Attn: Scott Estes
Unit 35007 Box 0031
FPO AP 96373-0031
Phone 011-81-98-876-8485

Please bear in mind when communicating with DPPO that their part of Japan is 14 hours ahead of U.S. Eastern Standard Time.

¹⁰ www.dodea.osd.mil/procure/addr-pac.html

CONTACT PERSON	
TELEPHONE	
1-800- TELEPHONE	
FAX TELEPHONE	
INTERNET ADDRESS	
E-MAIL ADDRESS	
NAME & ADDRESS OF BUSINESS	
PAYMENT ADDRESS (IF DIFFERENT)	
SIZE OF BUSINESS (check one) <input type="checkbox"/> Large <input type="checkbox"/> Small <input type="checkbox"/> Outside the US <input type="checkbox"/> Education/Non-profit <input type="checkbox"/> None of the Above	TYPE OF OWNERSHIP (check one) <input type="checkbox"/> Woman <input type="checkbox"/> Disadvantaged <input type="checkbox"/> Both <input type="checkbox"/> None of the Above
CORPORATE STATUS (check one) <input type="checkbox"/> Corporation <input type="checkbox"/> S-Corporation <input type="checkbox"/> Sole Proprietorship <input type="checkbox"/> Partnership <input type="checkbox"/> None of the Above	TYPE OF BUSINESS (check one) <input type="checkbox"/> Manufacturer or Producer <input type="checkbox"/> Service Establishment <input type="checkbox"/> Construction Concern <input type="checkbox"/> Research & Development <input type="checkbox"/> Surplus Dealer <input type="checkbox"/> Regular Dealer <input type="checkbox"/> None of the Above
Data Universal Numbering System (DUNS) Number. This is a number assigned by Dun and Bradstreet. (If you do not have a DUNS number, click here for more information.) This is a required field. _____ Commercial and Government Entity (CAGE) Code. (If you do not have a CAGE code, please be sure to ask for one as part of your CCR Database registration. For more information, click here) _____ Tax ID number (assigned by the IRS. If you are an individual rather than a firm, this is your Social Security Number). This is a required field. _____ Parent Tax ID number, if you have a parent company who's Tax ID number is different than yours _____	SOCIO-ECONOMIC STATUS (check all that apply) <input type="checkbox"/> 8(a) Firm <input type="checkbox"/> Historically Underutilized Business Zone (HUBZone) small business <input type="checkbox"/> National Industries for the Blind (NIB)/NISH (formerly National Industries for the Severely Handicapped) Firm (JWOD) <input type="checkbox"/> Emerging Small Business <input type="checkbox"/> Educational Institute (includes vendors/organizations working with children as well as adult education) <input type="checkbox"/> Non-Profit/Not for Profit <input type="checkbox"/> Foreign Vendor (vendor/organization based outside the U.S.) <input type="checkbox"/> Historically Black College or University, or a Minority Institution (HBCU/MI) <input type="checkbox"/> Veteran Owned <input type="checkbox"/> American Indian Owned <input type="checkbox"/> Higher Education Institution (any college or university) Please list your standard discount terms, discount days and net due days (for example, 2%/20, Net 30) _____ Do you take credit cards? Yes ____ No ____ Do you have a GSA Schedule? Yes ____ No ____ Do you have any other contract from which DoDEA can order your supplies/services? Yes ____ No _____. If yes, describe the contract here _____ From the list of Federal Supply Class (FSC) codes the Headquarters Procurement Branch buys, please list each four-digit FSC code that applies to each supply or service sold by your firm. Include additional sheets if necessary. We will use these codes when we scan our database by FSC code for firms that can fill our requirements. To find a list of these FSC codes, click here . This is a required field. _____ _____ _____

Point of Contact Information

(Arranged in Hierarchical Order)

DoDEA Headquarters Level:

DoDEA Director's Office:

Ray Tolleson	Interim Director, DoDEA	(703) 696-4247
Belinda Croteau	Secretary	(703) 696-4235 x1900

DoDEA Chief of Staff:

Bob Ray	Chief of Staff	(703) 696-4235 x1901
Virginia Addison	Executive Services Officer	(703) 696-4235 x1910
Andrew Kim	Education Technician	(703) 696-4235 x1996

DoDEA Technology Program Office:

John Bearss	Chief, Technology Office	(703) 696-3865 x2807
Bryan Frassman	Program Analyst	(703) 696-3865 x2863

DoDEA Associate Director, Education:

Richard Hunter	Associate Director for Ed	(703) 696-4471 x1912
Denise Bellinger	Secretary	(703) 696-4471 x1920

DoDEA Education Division:

Robert Curtis	Special Assistant for Admin	(703) 696-4237 x1923
Anne Muse	School Improvement Spec.	(703) 696-4414 x1431

DoDEA Education, Instructional Student Support Services Branch:

Jose Torres	Chief, Inst. Student Supp. Ser	(703) 696-4246 x1961
Mary Patton	Coordinator/Pupil Person. Ser	(703) 696-6169 x1994

DoDEA Education, Educational Technology Branch:

Barbara Shriver	Instructional Sys. Spec, Tech	(703) 696-4386 x1956
Fannette Welton	Instructional Sys. Spec, Tech	(703) 696-4386 x1913

DoDEA Education, School-Home Partnership:

Wilhemina McKinney	Supervisory, Instr Sys. Spec	(703) 696-6169 x1907
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DoDEA Assessment/School Improvement:

William Caritj	Chief	(703) 696-4253 x1952
Janet Rope	Specialist, Assessment	(703) 696-4253 x1959

DoDEA Research & Evaluation:

Linda Frazer	Research & Eval. Specialist	(703) 696-4385 x1960
Kristin Medhurst	Research & Eval. Specialist	(703) 696-4385 x1930

DoDEA Procurement, Chief:

Ro Ramirez	Chief, Procurement Division	(703) 696-3843 x1422
Dan Sonnino	Deputy Chief	(703) 696-3845 x1401

DoDEA Procurement Policy:

Susan Pendleton	Chief, Procurement Policy	(703) 696-3845 x1413
Barb Freeman	Procurement Analyst	(703) 696-3846 x1407

DoDEA Procurement Branch:

Vicki Liedel	Chief, Procurement Branch	(703) 696-3846 x1409
Janice Brown	Contract Specialist	(703) 696-3844 x1425

DoDEA Point of Contact Directory: www.odedodea.edu/phonedir/teldir.cfm

DoDEA School Web & E-Mail Access:
192.156.209.1:8001/cgi-bin/procgi.pl/school_web/webschools.r

DoDEA Districts on the Web: ww.odedodea.edu/web/district_web.html

School Mailing Addresses:

HTML List of School Mailing Addresses	www.dodea.osd.mil/foia/dodeaschs98.html
PDF (Adobe Acrobat) Mailing Addresses	www.dodea.osd.mil/foia/dodeaschs98.pdf